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ABSTRACT

Georgia's Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every 5 years. In 1996, teachers, administrators, parents, and business leaders throughout Georgia reviewed and analyzed the existing QCC in an effort to update the curriculum, reflect technological advances, and create a more effective base for teaching. This 1999 report on Georgia's education for students in grades K-5 presents core curriculum requirements in the areas of language arts, mathematics, science, social studies, health and physical education, and fine arts (dance, music, theater, and visual arts). For each curriculum area, the report presents an introduction and a description of the revision process and revisions made for that specific area. (SM)

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K-5

Georgia's Quality Core Curriculum

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Introduction to Language Arts Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.



Georgia's Quality Core Curriculum

Linda C. Schrenko
State Superintendent of Schools
Georgia Department of Education

January 1998



Raising Expectations



Georgia's Quality Core Curriculum

Kindergarten



Georgia's Quality Core Curriculum

Language Arts Kindergarten

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and speaks in informal conversations with peers and adults.	*									
Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.		*	*	*	*	*	*	*	*	*
Listens to a variety of literary forms, including stories and poems.	*	*	*							
Listens and responds to a variety of literary forms.				*	*					
Listens and responds to a variety of literary forms including prose, poetry, and drama.						*	*	*	*	*
Follows one- and two-part oral directions.	*									
Follows two- and three-part oral directions.		*								
Follows three-part oral directions.			*							
Follows multiple oral directions.				*	*	*				
Follows oral directions and asks questions for clarification.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Repeats auditory sequences: letters, words, numbers, and rhythmic patterns.	*									
Recognizes rhyming words.	*									
Recites short poems, rhymes, songs, and stories with repeated patterns.	*									
Participates in choral speaking and creative drama.	*									
Recalls information presented orally.		*								
Recalls and interprets information presented orally.			*							
Uses oral language for different purposes: to inform, to persuade, and to entertain.			*	*	*	*	*	*	*	
Recalls, interprets, and summarizes information presented orally.				*	*	*	*	*	*	*
Delivers a planned oral presentation.						*	*	*	*	
Adjusts manner and style of speaking to suit an audience and situation.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Speaks so others can hear and understand.										*
Defends conclusions rationally.										*
Paraphrases and discusses information.						*	*	*	*	*
Summarizes and/or records orally presented information.						*	*	*	*	*
Interprets the meaning of questions in order to give an appropriate response.		*								
Responds to questions on orally presented materials.			*							
Responds appropriately to various types of questions on orally presented material.				*						
Responds to literal, inferential, and evaluative questions on orally presented material.					*	*	*	*	*	*
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Communicates effectively when using descriptive language, relating experiences, and retelling stories.	*									
Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.		*	*	*	*	*	*	*	*	*
Uses a variety of language patterns and sentence structures.		*	*							
Uses increasingly complex sentence structures in oral communication.			*	*	*	*				
Determines the literal and figurative meaning of words.					*	*				
Demonstrates an understanding of words and ideas when heard in context.		*								
Determines the meaning of a word based on how it is used in an orally presented sentence.			*	*	*					
Adjust manner and style of speaking to suit an audience and situation.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses grade/age appropriate standard American English when communicating orally.			*	*	*	*				
Paraphrases and discusses information.						*	*	*	*	
Begins to discriminate between spoken words and sentences.	*									
Summarizes and/or records orally presented information.							*	*	*	
Blends sounds orally to make words.	*	*	*	*						
Divides words into syllables.		*	*	*						
Participates in oral presentations.							*	*	*	*
Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions.							*	*	*	
Develops awareness of nonverbal communication such as gestures, body language, and facial expressions.							*	*	*	*
Uses standard conventions of American English in appropriate settings.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and responds to various language patterns and literary forms including regional examples (dialect).							*	*	*	
Responds to literal, inferential, and critical questions.							*	*	*	*
Determines the denotative and connotative meanings of words in oral context.							*	*	*	*
Records orally presented information (note-taking).							*	*	*	*
Critically responds to various media. Evaluates messages and effect of mass media.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes own name in print.	*									
Recognizes words in familiar contexts.	*									
Recognizes common signs and logos.	*									
Holds print materials in correct position.	*									
Demonstrates left-to-right and top-to-bottom progression.	*									
Discriminates visual similarities and differences in words.	*									
Distinguishes between written letters, words, and sentences.	*									
Identifies upper- and lower-case letters of the alphabet out of sequence.	*									
Associates sounds with letters.	*									
Verbalizes consonant sound when shown the consonant letter.	*									
Recognizes rhyming words (e.g., CVC words, word families, etc.).	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads selected sight words.	*									
Recalls orally a series of three visually presented items.	*									
Uses words that signal sequence relationships such as first, next, and last.	*									
Classifies by characteristics such as color, size, shape, structure, and function.	*									
Sequences pictures to tell a story.	*									
Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes.	*									
Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings.	*									
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.		*								
Classifies and categorizes words into sets and groups with common characteristics.		*	*	*	*	*	*	*	*	
Follows written directions.			*	*	*	*	*	*	*	*
Reads a variety of materials for information and pleasure.			*	*	*	*	*	*	*	*
Reads for a variety of purposes in different kinds of texts.				*	*	*	*	*	*	*
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.		*								
Using beginning, medial, and ending consonants to orally decode one and two syllable words.		*								
Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words.		*								
Using consonant blends and diagraphs to orally decode one- and two-syllable words.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.			*	*	*	*				
Using beginning, medial, and ending consonants to orally decode words.			*	*	*	*				
Using short, long, and "r" controlled vowel sounds to orally decode words.			*	*	*	*				
Using consonant blends, digraphs, and diphthongs to orally decode words.			*	*	*	*				
Uses word order and sentence structure to read. (Syntax-"Does it sound right?")		*	*	*	*	*	*	*	*	
Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")		*								
Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")			*	*	*	*	*	*	*	*
Increases existing sight vocabulary (instant recognition).		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.		*	*	*	*	*	*	*	*	
Reads with fluency and expression.		*	*	*	*	*	*	*	*	*
Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Identifies the main characters.		*	*	*	*					
Identifies the characters' actions, motives, emotions, traits, and feelings.		*	*	*	*	*				
Draws conclusions and makes predictions and comparisons.		*	*							
Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.				*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.		*	*	*	*	*	*	*	*	*
Distinguishes between fact and opinion.					*	*	*	*	*	*
Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*	*	*	*	*
Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."		*	*	*	*	*				
Uses knowledge of root words, prefixes, and suffixes in word recognition.		*	*	*	*	*	*	*	*	*
Recognizes simple word opposites.	*	*	*							
Uses knowledge of synonyms, antonyms, and homophones when reading.				*	*	*	*	*	*	
Identifies story development, author's purpose, and point of view.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses context clues to determine meaning of unknown words.							*	*	*	*
Adjusts reading speed according to purpose and rereads for comprehension.							*	*	*	*
Recognizes persuasion techniques in propaganda and advertising.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Experiences traditional and contemporary literature through a variety of media.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and evaluative questions about literature.	*	*	*	*	*	*	*	*	*	*
Responds appropriately to questions about author's purpose, techniques, character development, and plot structure.					*	*	*	*	*	*
Demonstrates an interest in various types of self-selected literature through daily reading.		*	*	*	*	*	*	*	*	*
Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*				
Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths).							*	*	*	*
Discriminates between realism and fantasy.		*	*	*						
Distinguishes between fact and opinion.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes cultural diversity represented in literature.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and critical questions about literature.							*	*	*	*
Recognizes bias and stereotypes.							*	*	*	*
Recognizes relevance of data.							*	*	*	*
Interprets written instructions and other directive information.							*	*	*	*
Applies reading strategies to specific content and subject matter.							*	*	*	*
Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.							*	*	*	*
Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.).							*	*	*	*
Experiences traditional and contemporary literature through a variety of media.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes writer's purpose in fiction and nonfiction.							*	*	*	*
Recognizes cultures and values represented in literature.							*	*	*	*
Recognizes that literature reflects human experience.							*	*	*	*
Responds creatively to literature, drama, art, and multimedia projects.							*	*	*	*
Identifies and chooses literature according to personal interests.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Dictates information for experience stories.	*									
Uses examples from literature to create individual and group stories.	*	*	*	*	*	*	*	*	*	
Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	*									
Uses correct spelling for frequently used sight vocabulary.		*	*	*	*	*	*	*	*	*
Uses learned phonetic strategies to spell correctly.		*	*	*	*	*				
Writes a minimum of three sentences about a topic.		*	*							
Writes a short paragraph about a topic.				*						
Writes selections (compositions) of three or more paragraphs about a topic.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words.		*	*							
Writes about self-selected topics.				*	*	*	*	*	*	*
Writes in a variety of genres to produce paragraphs and compositions:										
Personal narratives				*	*	*	*	*	*	*
Imaginative stories				*	*	*	*	*	*	*
Responses to literature				*	*	*	*	*	*	*
Content area pieces				*	*	*	*	*	*	*
Correspondence (including writing letters and addressing envelopes).			*	*	*	*	*	*	*	*
Expository Pieces						*	*	*	*	*
Persuasive Pieces							*	*	*	*
Applies correct principles of grammar:										
Writes complete sentences			*							*
Uses correct capital letters			*							*
Uses correct punctuation			*							*
Applies correct rules of usage and expression.			*							*
Applies correct principles of grammar, parts of speech, usage, and mechanics:										
Writes complete sentences				*						*
Uses correct capitalization and punctuation				*						*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses correct word structure				*						*
Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory				*						
Identifies the parts of a sentence in various sentence patterns (simple subject and predicate).				*						
Forms singular, plural, and possessive nouns.				*						
Applies standard conventions of American English in subject-verb agreement				*						*
Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences				*						
Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.)					*	*	*	*	*	*
Communicates ideas by using the writing process:										
PREWRITING										
Generates ideas		*	*	*	*	*	*	*	*	*
DRAFTING										
Focuses on topic		*	*	*	*	*	*	*	*	*
Uses prewriting ideas to complete first draft		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
REVISING										
Expands use of descriptive words		*	*	*	*	*	*	*	*	*
Improves sequence			*	*	*	*	*	*	*	*
Adds variety of sentence types			*	*	*	*	*	*	*	*
Organizes writing to include a clear beginning, middle, and ending.			*	*	*	*	*	*	*	*
EDITING										
Begins each sentence and proper noun with a capital letter		*	*	*	*	*	*	*	*	*
Uses correct spelling		*	*	*	*	*	*	*	*	*
Uses appropriate punctuation		*	*	*	*	*	*	*	*	*
Uses complete sentences		*	*	*	*	*	*	*	*	*
PUBLISHING										
Shares writing with others.		*	*	*	*	*	*	*	*	*
Increases writing vocabulary.						*	*	*	*	*
Uses descriptive words and phrases.						*	*	*	*	*
Uses various organizational strategies, styles, and purposes.						*				
Experiments with organization, style, purpose, and audience.							*	*	*	*
Uses available technology to assist in writing.		*	*	*	*	*	*	*	*	*
Uses left to right pattern of writing.	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Prints name, self-selected words, and letters of the alphabet.	*									
Copies simple shapes, designs, numerals, and letters.	*									
Prints legibly:										
Correctly forms letters and numbers;		*	*							
Correctly spaces words and sentences.		*	*							
Begins to recognize cursive letters.			*							
Writes legibly:										
Correctly forms letters and numbers				*	*	*	*	*	*	
Correctly spaces words and sentences				*	*	*	*	*	*	
Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses various types of writing (personal, academic, business, and vocational).							*	*	*	*
Uses dialogue in writing.							*	*	*	*
Composes and revises using a computer.										*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory.					*	*	*	*	*	
Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs.					*	*				
Identifies the eight parts of speech and their uses in a sentence.							*	*	*	
Identifies the parts of a sentence in various sentence patterns:										
subjects (simple and compound)					*					
predicates (simple and compound)					*					
modifiers					*					
Identifies the parts of a sentence in various sentence patterns:										
subject (simple and compound)						*	*	*	*	
predicates (simple and compound)						*	*	*	*	
modifiers (words and prepositional phrases)						*	*	*	*	
complements (predicate adjectives, predicate nominative, direct objects)							*	*	*	
Forms singular, plural, and possessive nouns.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies principal parts and tenses of regular and irregular verbs.					*	*	*	*	*	
Identifies types of pronouns: subject, object, possessive.					*	*	*	*	*	
Writes simple and compound sentences and avoids fragments and run-on sentences.					*	*	*	*	*	*
Applies standard conventions of American English in:										
Subject-verb agreement					*	*	*	*	*	*
Cases of personal pronouns					*	*	*	*	*	*
Principal parts of verbs					*	*	*	*	*	*
Comparisons of adjectives and adverbs					*	*	*	*	*	*
Pronoun/Antecedent							*	*	*	*
Applies standard rules of capitalization.					*	*	*	*	*	*
Applies standard rules of punctuation.					*	*	*	*	*	*
Spells frequently used words correctly and applies common spelling rules.					*	*	*	*	*	*
Identifies types of pronouns such as personal, interrogative, demonstrative.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes simple and compound sentences and avoids run-ons and nonfunctional fragments.							*	*	*	*
Combines sentences using coordination (i.e., compound sentences).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing.	*									
Alphabetizes words to the first letter.		*								
Alphabetizes words to the second letter.			*							
Alphabetizes words to the third letter.				*						
Uses alphabetical order to locate information.					*	*	*	*	*	
Uses picture dictionaries as information sources.		*								
Uses beginning dictionaries as information sources.			*							
Uses abridged dictionaries to identify appropriate word meanings or correct spellings.				*	*					
Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses guide words to locate words in dictionaries and topics in encyclopedias.			*							
Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information.				*						
Uses guide words to locate information.					*	*	*	*	*	
Determines appropriate resource to answer specific questions.					*					
Locates information using the appropriate reference resources.						*	*	*	*	*
Recognizes the organization of fiction and nonfiction books in the media center.		*	*	*						
Uses call numbers to locate information in the media center.					*					
Recognizes the author, illustrator, and title as identifying items of information about a book.		*								
Recognizes the purpose of the title page and the table of contents.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses book parts including the title page, table of contents, and glossary as information sources.			*							
Uses book parts including title page, table of contents, index and glossary as information sources.				*	*					
List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date.						*	*	*	*	*
Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.		*								
Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources.			*							
Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information.				*	*					

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic.				*						
Skims material to locate specific information.				*						
Develops a simple outline from a short selection.					*	*	*	*	*	
Uses cross reference in multiple types of sources.						*	*	*	*	
Uses the media center and available technology as sources of information and pleasure.		*	*	*	*	*	*	*	*	*
Recognizes differences in paraphrasing, summarizing, and plagiarizing.							*	*	*	
Recognizes organizational systems used for collections or reference sources.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses research process by:										
-Choosing topic					*	*	*	*	*	*
-Formulating questions					*	*	*	*	*	*
-Identifying key words					*	*	*	*	*	*
-Selecting sources					*	*	*	*	*	*
-Skimming					*	*	*	*	*	*
-Paraphrasing					*	*	*	*	*	*
-Taking notes					*	*	*	*	*	*
-Organizing					*	*	*	*	*	*
-Presenting					*	*	*	*	*	*
Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic.							*	*	*	*
Analyzes information to determine relevance to topic.							*	*	*	*
Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Selects main ideas and supporting details from two or more sources and creates an outline.							*	*	*	
Documents sources with reference citations (bibliography or footnotes).							*	*	*	*
Uses a study technique:										
PQRST (preview, question, read, study, test)					*	*	*	*	*	
SQ3R (survey, question, read, review, report)					*	*	*	*	*	
PQ4R (preview, question, research, read, review, report)					*	*	*	*	*	
4R (research, read, review, report)					*	*	*	*	*	
Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.).							*	*	*	
Works as a team to solve problems.										*

* Standards will be reinforced as necessary each subsequent year

Introduction to Language Arts Quality Core Curriculum K-5

The major goal of the K-5 Language Arts QCC revision team was to promote higher academic achievement of Georgia students by improving their literacy and communication skills. The K-5 Language Arts team consisted of a cross-section of educators throughout Georgia including classroom teachers, curriculum specialists and a parent representative. State Department of Education personnel facilitated the process.

The focus of the revision was to make the QCC more readable and understandable; to make the standards clear, concise and sequential; and to assure that the standards are measurable. To revise the original QCC document, team members researched proven practices in language arts, standards and benchmarks from other states, objectives for nationally normed language arts tests and criteria for the Georgia writing assessment. Representing a wide array of philosophies, the team reached consensus, and a stronger, more balanced curriculum resulted.

The QCC revision process established more rigorous academic standards and identified content knowledge and skills that Georgia students must possess to be productive citizens.

**Introduction to Language Arts
Quality Core Curriculum
Kindergarten**

Kindergarten students in Georgia will be immersed in a literature-rich environment to develop oral language skills and an awareness of print materials as sources of information and enjoyment. Kindergarten students will recognize and print letters of the alphabet and develop phonemic awareness. Kindergarten students will become effective communicators through listening, speaking, drawing, writing, and using available technology.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
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Language Arts: Kindergarten

Oral Communication

LA.K.1	Listens and speaks in informal conversations with peers and adults.	Listening/Speaking
LA.K.2	Listens to a variety of literary forms, including stories and poems.	Listening/Speaking
LA.K.3	Follows one- and two-part oral directions.	Listening/Speaking
LA.K.4	Repeats auditory sequences: letters, words, numbers, and rhythmic patterns.	Listening/Speaking
LA.K.5	Recognizes rhyming words.	Listening/Speaking
LA.K.6	Recites short poems, rhymes, songs, and stories with repeated patterns.	Listening/Speaking
LA.K.7	Participates in choral speaking and creative drama.	Listening/Speaking
LA.K.8	Increases vocabulary to reflect a growing range of interests and knowledge.	Listening/Speaking
LA.K.9	Communicates effectively when using descriptive language, relating experiences, and retelling stories.	Listening/Speaking
LA.K.10	Begins to discriminate between spoken words and sentences.	Listening/Speaking
LA.K.11	Blends sounds orally to make words.	Listening/Speaking

78

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79

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12/12/97

Strand	Content Standard	Topic	Concept	Notes
Written Communication				
LA.K.12	Recognizes own name in print	Reading		
LA.K.13	Recognizes words in familiar contexts	Reading		
LA.K.14	Recognizes common signs and logos	Reading		
LA.K.15	Holds print materials in correct position	Reading		
LA.K.16	Demonstrates left-to-right and top-to-bottom progression	Reading		
LA.K.17	Discriminates visual similarities and differences in words	Reading		
LA.K.18	Distinguishes between written letters, words, and sentences	Reading		
LA.K.19	Identifies upper- and lower-case letters of the alphabet out of sequence	Reading		
LA.K.20	Associates sounds with letters	Reading		
LA.K.21	Verbalizes consonant sound when shown the consonant letter	Reading		
LA.K.22	Recognizes rhyming words (e.g., CVC words, word families, etc.)	Reading		
LA.K.23	Reads selected sight words	Reading		
LA.K.24	Recalls orally a series of three visually presented items	Reading		

81

80

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LAK.25	Uses words that signal sequence relationships such as first, next, and last	Reading		
LAK.26	Classifies by characteristics such as color, size, shape, structure, and function	Reading		
LAK.27	Sequences pictures to tell a story	Reading		
LAK.28	Interprets pictures to identify main idea, sequence of events, cause-effect, and prediction of logical outcomes	Reading		
LAK.29	Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings	Reading		
LAK.30	Increases vocabulary to reflect a growing range of interests and knowledge	Reading		
LAK.31	Recognizes simple word opposites	Reading		
LAK.32	Chooses information for experience stories	Writing		
LAK.33	Uses examples from literature to create individual and group stories	Writing		
LAK.34	Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events	Writing		
LAK.35	Uses left-to-right pattern of writing	Writing	Penmanship	
LAK.36	Forms name, self-selected words, and letters of the alphabet	Writing	Penmanship	
LAK.37	Recognizes simple shapes, designs, numerals, and letters	Writing	Penmanship	

82

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83

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.K.38	Experiences traditional and contemporary literature through a variety of media	Literature		
LA.K.39	Responds to literal, inferential, and evaluative questions about literature	Literature		
LA.K.40	Recognizes cultural diversity represented in literature	Literature		
LA.K.41	Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing	Reference/Study		

84

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85



Georgia's Quality Core Curriculum

Mathematics Kindergarten

Introduction to Mathematics Quality Core Curriculum K-5

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers*, will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics as well as between mathematics and other disciplines.

The mathematical topics are organized by strands: Estimation, Fractions & Decimals, Geometry & Spatial Sense, Measurement, Number Sense & Numeration, Patterns & Relationships, Problem Solving, Statistics & Probability, Whole Number Computation, and Whole Number Operation. These strands extend throughout the K-12 Mathematics QCC, providing continuity and ensuring a smooth transition across elementary, middle, and high school programs. Algebra has been listed as a topic in the K-5 curriculum to alert K-5 teachers that the foundation of algebraic skills is being formed at the elementary level.

The Mathematics QCC is designed to support teachers as they instructionally maximize each child's mathematical experiences. Teachers are urged to provide for movement through the curriculum regardless of a student's current grade level. The use of concrete objects (manipulatives) and visual models is vital for students to understand concepts and explore processes. Knowledge acquisition requires a transition from concrete, through pictorial, to the more abstract for all students at all levels and ages.

This revision of the Mathematics K-5 QCC has incorporated national standards, state competencies, and standardized test objectives for each grade level. Concepts, skills, and content standards have been matched across grade levels to ensure continuity for the learning of mathematics. The revision team members hope that teachers will find this a useful tool when developing lesson plans and that it reduces the need to cross-reference other documents.

Incorporating technology in instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning environment. Calculators and computers are essential tools for learning and doing mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

The Mathematics QCC Revision Team has carefully considered and incorporated curriculum standards proposed by national and state initiatives as well as the revision evaluation suggestions provided by thousands of Georgians. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
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Mathematics: Kindergarten

Estimation; Measurement

M.K.1	Explores capacities of containers by pouring and describes capacity in terms of more than, less than, least, and most		Measurement	Skills: Explores capacities Assessment Recommendations: Document explorations
M.K.2	Recognizes terms of time periods (include sequences, where appropriate), such as yesterday, today, tomorrow, morning, afternoon, night, week, and seasons. Understands meaning of takes less time than, and takes more time than		Time	Skills: Identifies time periods

Fractions & Decimals

M.K.3	Recognizes one-half as part of a whole		Fractions	Skills: Recognizes one-half as part of a whole
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Geometry & Spatial Sense

M.K.4	Identifies basic geometric shapes (circle, square, triangle, rectangle, oval, and diamond)		Geometry	Skills: Names basic shapes
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Geometry & Spatial Sense; Patterns & Relationships

M.K.5	Compares two geometric shapes to determine relationship (larger than, smaller than, same shape as, and same size as)		Geometry, Relationships	Skills: Uses terms larger, smaller, and same shape (or size)
M.K.6	Sorts geometric shapes		Geometry	Skills: Categorizes objects by shape and size
M.K.7	Uses words indicating relationships between self and objects in space (such as above, below, on, under, in, behind, in front of, out of, between, top, bottom, left, right, inside, and outside)		Spatial Sense	Skills: Uses prepositional and prepositional words to describe relationships between self and others

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Measurement				
M.K.8	Measures length by counting nonstandard units (such as pencils)		Measurement	Skills: Uses nonstandard units to measure length.
M.K.9	Explores instruments used in measurements of length, distance, time, and capacity		Measurement	Skills: Explores instruments used in measurement.
M.K.10	Names and identifies coins (penny, nickel, dime, and quarter) and dollar bills		Money	Skills: Names coins and dollar bills.
M.K.11	Recognizes coins and bills as representing a system of exchange		Money	Skills: Uses money for exchange in play situations.
Measurement; Patterns & Relationships				
M.K.12	Compares and describes lengths (longer than, longest, shorter than, shortest, and same length as)		Measurement	Skills: Determines longer, longest, shorter, and shortest by comparing objects.
M.K.13	Compares and describes distances (nearer, farther, and closest to)		Measurement	Skills: Uses words to compare and describe distances.
Number Sense & Numeration				
M.K.14	Identifies a number between two given numbers, and a number before and after a number in numerals (0 through 10) or words (zero through ten)		Integers	Skills: Determines the number between, before, and after another number. Assessment Recommendations: Student determines the number between, before, and after.
M.K.15	Recognizes and selects the numerals (0 through 10) and number words to name the number of elements in a set		Counting	Skills: Counts elements of sets. Assessment Recommendations: Teacher documents student activities involving counting.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.K.16	Counts the number of elements in a set and writes the corresponding numeral (0 through 10).		Counting	Skills: Writes numbers of elements in set after counting. Assessment Recommendations: Teacher documents student activities involving writing numerals.
M.K.17	Counts, by rote, 0 through 10 forward and backward. Skip counts.		Counting	Skills: Counts by rote.
M.K.18	Uses ordinal numbers to indicate positions first through fifth.		Ordinal Numbers	Skills: Uses ordinals through fifth.

Number Sense & Numeration; Patterns & Relationships

M.K.19	Determines equivalence (using physical models) by establishing one-to-one correspondence between two sets (same as, fewer than, and more than).	Algebra	Sets	Skills: Determines equivalent sets.
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Patterns & Relationships

M.K.20	Continues simple patterns (color, shape, size, sound, texture, seasons and events).	Algebra	Sequencing	Skills: Continues simple patterns.
M.K.21	Places objects in order according to size (based on capacity, weight, length, or height).		Sequencing	Skills: Orders objects.
M.K.22	Uses the terms: all, some, and none.		Sets	Skills: Uses vocabulary of sets.

Problem Solving

M.K.23	Models, acts out, or uses picture to solve simple problems.	Algebra	Problem Solving	Skills: Models problem solving. Assessment Recommendations: Teacher documents explorations of students.
M.K.24	Explores one-step word problems related to all appropriate kindergarten objectives.	Algebra	Problem Solving	Skills: Explores problem-solving. Assessment Recommendations: Teacher documents explorations of students.

96

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97

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Statistics & Probability				
M.K.25	Constructs and interprets graphs using actual objects or pictorial representations.	Algebra	Graphs	Skills: Makes bar graphs and discusses their meaning.
Whole Number Operations; Patterns & Relationships				
M.K.26	Combines and separates sets of objects by a given characteristic (size, shape, color, and quantity) as readiness for the operations of addition and subtraction.	Algebra	Sets	Skills: Combines and separates objects by characteristics.

98

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99



Georgia's Quality Core Curriculum

Science Kindergarten

Introduction to Science Quality Core Curriculum K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching,

and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.
- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.
- Uses indices, tables of contents, and online searches to locate information related to science concepts.

Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

Tools

Uses appropriate tools to collect and analyze data and solve problems.

Basic Process Skills

Observation includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

Classification includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

Communication includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

Measurement includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

Prediction includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

Inference includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

Higher Level Process Skills

Identification of variables includes finding the variables of a system and selecting those to be held constant.

Manipulation of variables includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Interpretation of data includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Operational definition includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

Formulation of models includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

Experimentation includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

Construction of hypotheses includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.

Drawing conclusions includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

Science Quality Core Curriculum Matrix for Grades K through 5						
TOPICS	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Physical Science						
Matter	*		*			*
Sound		*			*	
Light and Color	*				*	
Magnetism and Electricity		*		*	*	
Motion, Forces and Machines				*		*
Heat				*		
Life Science						
Living Things	*			*		
Plants			*	*		*
Animals		*		*		*
Human Body	*				*	
Ecology			*		*	
Earth/Space Science						
Earth History				*		*
Earth Process				*		
Earth Materials	*				*	
Weather/Climate		*			*	
Space Astronomy			*		*	

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
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Science (K-5): Kindergarten

Inquiry

S.K.1	Asks questions, makes and keeps simple records of observations, sorts objects, communicates with others, and makes predictions and uses estimation and measurement	Science Inquiry, Process Skills and Problem Solving	Accepted methods, processes and procedures are used to conduct scientific study	
S.K.2	Uses books and other media to obtain information related to science concepts	Reference Skills	Reference materials are available in media centers and online to help students research and evaluate information	
S.K.3	Identifies and practices accepted safety procedures in manipulating science materials and equipment	Safety	Effective safety practices are essential to performing scientific investigations	
S.K.4	Actively engages in the learning process via hands-on/minds-on science activities. Uses appropriate tools to collect and analyze data and solve problems	Activities/Tools	Accepted methods, activities, processes, procedures, and tools are used to conduct scientific study	

Physical Science

S.K.5	Sorts collections of matter by any physical characteristic. Classifies objects according to pairs of opposite physical properties such as large, small, heavy, light, sink, float, hot, cold, wet, dry, or light, dark	Structure of Matter	Objects can be described in terms of physical properties (color, size, shape, weight, texture) and of the materials of which they are made (clay, cloth, paper).	Skills Observation and Classification Assessment Recommendations Teacher observation/checklist
S.K.6	Sorts by shape, color, size and texture. Differentiates matter based on contrasts in physical characteristics such as color, texture, size or shape	Structure of Matter	Objects can be described in terms of physical properties (color, size, shape, weight, texture, etc.) and of the materials of which they are made (clay, cloth, paper, etc.).	Skills Observation and Classification Assessment Recommendations Teacher observation/checklist

114

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115

Georgia Quality Core Curriculum

12/1/97

Strand	Content Standard	Topic	Concept	Notes
S.K.7	Predicts properties of matter and test predictions. Constructs groups of objects by demonstrating characteristics, such as sink/float, bend/rigid, attracted/not attracted by magnet. Demonstrates that air takes up space and has mass by testing these properties using activities, such as using balloons or sitting on inflated large bags.	Structure of Matter	Objects can be described in terms of physical properties (color, size, shape, weight, texture) and of the materials of which they are made (clay, cloth, paper).	Skills: Observation, Classification, and Prediction Assessment Recommendations: Teacher observation/checklist
S.K.8	Recognizes, describes and compares colors and sorts by color families. Identifies, names and groups objects by color.	Energy and Its Transformation: Light/Color	Visible light is made up of various colors.	Skills: Observation and Classification Assessment Recommendations: Teacher observation/checklist
S.K.9	Identifies relationship between light and shadows, and predicts occurrence of shadows. Makes shadows with objects and tells where shadows will occur. Identifies objects based on their size and shape of their shadows.	Energy and Its Transformation: Light/Color	Light travels in straight lines and when it strikes an object it may cause a shadow.	Skills: Observation, Prediction, and Communication Assessment Recommendations: Teacher observation/checklist
S.K.10	Observes sources of light and variations in shadows. Locates source of light causing shadows. Identifies how shadows change as light source changes location in relationship to the object.	Energy and Its Transformation: Light/Color	Light travels in straight lines and when it strikes an object it may cause a shadow.	Skills: Observation and Prediction Assessment Recommendations: Teacher observation/checklist
Life Science				
S.K.11	Describes differences between living and nonliving things, and classifies things as living or nonliving. Sorts examples of objects into living and nonliving categories, using the following criteria: movement, growth, reproduction and requirements for food/nutrition, water, and air.	The Living World: Living Things	Most living things need water, food, and air.	Skills: Observation, Classification, and Communication Assessment Recommendations: Teacher observation/checklist
S.K.12	Recognizes basic needs of most living things. Compares common needs between a plant and animal (such as sunshine, air, food, and water).	The Living World: Living Things	There are characteristics unique to both living and nonliving things.	Skills: Observation and Classification Assessment Recommendations: Teacher observation/checklist

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.K.13	Recognizes factors leading to the survival of living things. Describes the conditions affecting survival of species, including changes in climate, availability of shelter, food, air, water, and human encroachment.	The Living World: Living Things	Some things that live today resemble once-living things that have completely disappeared.	Skills: Communication Assessment Recommendations: Teacher observation/checklist
S.K.14	Recognizes and describes individual characteristics. Names positive ways he or she is similar and different from others in the group.	The Living World: Human Body	People have different external features, such as the size, shape, and their color of hair, skin, and eyes, but they are more alike than like other animals.	Skills: Observation and Communication Assessment Recommendations: Teacher observation/checklist
S.K.15	Uses senses to sort and classify colors, shapes, sizes, sounds, tastes, odors, textures, and temperatures. Categorizes objects according to color, shape, size, sound, taste, odor, texture, and temperature, using the five senses.	The Living World: Human Body	People use their senses to find out about their surroundings and themselves. Different senses give different information.	Skills: Observation and Communication Assessment Recommendations: Teacher observation/checklist
S.K.16	Interprets and distinguishes a variety of audio, visual, and tactile stimuli. Identifies the meaning of various sensory stimuli, such as traffic lights, stop signs, sirens, speed breakers, bells, railroad crossings, and gestures.	The Living World: Human Body	People use their senses to find out about their surroundings and themselves. Different senses give different information.	Skills: Observation and Communication Assessment Recommendations: Teacher observation/checklist
Earth/Space Science				
S.K.17	Recognizes and names common earth materials, such as soil, rocks, water, and air.	Earth Materials	The Earth is a sphere composed mainly of rock, water and molten materials, although seemingly static, the Earth is constantly changing.	Skills: Observation and Communication Assessment Recommendations: Teacher observation/checklist
S.K.18	Sorts rocks and soils by color, size, and texture.	Earth Materials	Chunks of rocks come in many sizes, shapes, and colors, from boulders to grains of sand and even smaller.	Skills: Classification and Observation Assessment Recommendations: Teacher observation/checklist

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.K.19	Recognizes features and characteristics of the Earth's surface. Identifies common surface features such as oceans, lakes, mountains and others through audiovisuals, models or direct observation.	Earth Materials	The solid Earth is made up of a variety of different land forms (mountains, plains, and volcanoes).	Skills Observation and Classification Assessment Recommendations Teacher observation/checklist

121

120

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Georgia's Quality Core Curriculum

Social Studies Kindergarten

122

123

Introduction to Social Studies Quality Core Curriculum K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

- refining content standards to clarify content and skills
- correlating content standards to appropriate core values
- building on concepts introduced at earlier stages of instruction
- providing content standards that are clearly measurable
- identifying civic responsibility, information processing, and problem-solving skills
- restructuring content for a more equitable grade-level distribution.

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

**Introduction to Social Studies
Quality Core Curriculum
Kindergarten**

Myself, My Family, My World

The focus of the kindergarten program is on the student and the student's interaction with family, peer group, school, and community. The study includes the importance of rules, existence of needs and wants, and introduction of national symbols and holidays. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness in which content should be introduced and taught for effective student understanding and mastery at this level. Time and chronology as well as map and globe interpretation skills are introduced and developed within this structure.

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
Social Studies: Kindergarten				
Civics				
SS.K.1	States name, address, and phone number. (1)	Myself, My Family, My World	People	
SS.K.2	States ways in which people are alike and different. (2)	Myself, My Family, My World	People	Skills: Uses Venn Diagrams to make comparisons between people.
SS.K.3	Describes the roles and responsibilities of family members. (3)	Myself, My Family, My World	Families	
SS.K.4	Identifies the human characteristics of the school in terms of the roles of school helpers and school leaders and the need for school rules. (11)	Myself, My Family, My World	Interdependence	
SS.K.5	Identifies the principal as the leader of the school and the president as the leader of our country. (12)	Myself, My Family, My World	American Heritage	
SS.K.6	Identifies the flag as a national symbol of our country and is afforded the opportunity to recite the Pledge of Allegiance. (13)	Myself, My Family, My World	Patriotism	
Economics				
SS.K.7	Describes how children and families use resources to meet basic needs and wants in different climates. (4)	Myself, My Family, My World	Families	
SS.K.8	Recognizes that people live in different places for different reasons (e.g., jobs, families). (5)	Myself, My Family, My World	Basic Needs	
SS.K.9	Names and describes the roles of community helpers who produce goods and/or services, including firefighters, police officers, doctors, dentists, bus drivers and farmers. (6)	Myself, My Family, My World	Community Helpers	
SS.K.10	Recognizes that some of our goods come from different countries. (7)	Myself, My Family, My World	Families	

131

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
Geography				
SS.K.11	Uses the following terms to describe the location of objects including near, over, far, up, down, under, back, front, here, there, left and right. (14)	Myself, My Family, My World	Location	
SS.K.12	Identifies a map as a drawing of a particular location (e.g., classroom, neighborhood). (15)	Myself, My Family, My World	Location	Skills: Reads simple picture maps and expresses spatial relationships in terms of location, distance, direction, and movement (e.g., the location of classmates' desks, the distance to the door, and the route taken to the playground).
SS.K.13	Recognizes that there are different regions within a school. (16)	Myself, My Family, My World	Location	
SS.K.14	Identifies the globe as a model of the Earth. (17)	Myself, My Family, My World	Relationships	Skills: Uses globes
SS.K.15	Compares the shape of the globe to the shape of the Earth. (18)	Myself, My Family, My World	Relationships	Skills: Uses globes
History				
SS.K.16	Describes modes of transportation (e.g., horse, boat, train, car, and airplane) and recognizes the role that these modes of transportation play in transporting people and goods. (8)	Myself, My Family, My World	Transportation	
SS.K.17	Identifies the purpose and customs associated with various special days including Thanksgiving and birthdays. (9)	Myself, My Family, My World	Culture	
SS.K.18	Recognizes that different cultural groups have different characteristics. (10)	Myself, My Family, My World	Culture	
SS.K.19	Identifies the calendar as a measure of time. (19)	Myself, My Family, My World	Chronology	Skills: Uses a calendar



Georgia's Quality Core Curriculum

Health & Physical Education Kindergarten

134

135

**Introduction to Health and Physical Education
Quality Core Curriculum
K-12**

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Health: Kindergarten				

Alcohol, Tobacco & Other Drugs

H.K.1	Names and applies basic rules for taking medicine	Medicines (Safety Rules)
H.K.2	Practices safe behaviors when finding unknown or dangerous substances or objects (e.g., medicines, unmarked containers)	Poison (Safety Rules)

Disease Prevention

H.K.3	Demonstrates the proper hand washing technique	Hygiene
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Family Living

H.K.4	Identifies family members and their responsibilities	Roles
H.K.5	Discusses different ways children can contribute to and benefit from their families	Roles

Growth and Development

H.K.6	Identifies the human growth patterns of height and weight	Growth Patterns
H.K.7	Compares individual differences and similarities in terms of physical characteristics	Physical Characteristics
H.K.8	Relates how personal health practices affect the functions of the skin (nutrition and hygiene)	Skin
H.K.9	Identifies the parts and major functions of the skin	Skin

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Mental Health				
H.K.10	Illustrates knowledge that everyone is unique and special	Personal Respect		
H.K.11	Recognizes that there are consequences to actions and behaviors	Self-Management		
H.K.12	Practices appropriate skills to manage anxiety and reduce stress	Stress Management		
H.K.13	Recognizes emotions and appropriate ways to express them (including effective and ineffective ways to handle anger)	Self-Management		
Nutrition				
H.K.14	Identifies various foods by name	Foods		
H.K.15	Selects nutritious foods that contribute to good health	Foods		
H.K.16	Recognizes agricultural origins of common foods	Food Origins		
Personal Health				
H.K.17	Identifies parts of the body and explains how they work	Body Parts		
H.K.18	Identifies the five senses and explains ways to protect the body parts related to them	Senses		
H.K.19	Recognizes the importance of basic personal hygiene habits required to maintain health and prevent illness or disease (e.g., proper hand washing and caring for teeth, gums, eyes, ears, nose, skin, hair and nails)	Hygiene		
H.K.20	Recognizes that germs can cause sickness	Germs		

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
H.K.21	Describes how germs are passed.	Germs		
H.K.22	Describes how personal health decisions can affect self and others.	Decision Making		
Safety				
H.K.23	Recognizes safe practices experienced in the home, at school, on the playground, in and around motor vehicles, on the street, in aquatic environments and around animals.	Environmental Safety		
H.K.24	Identifies threats to personal safety (e.g., child abuse, neglect, and emotional abuse).	Violence Prevention		
H.K.25	Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend and counselor).	Resources		
H.K.26	Demonstrates knowledge of dangers and precautions that should be taken in special conditions (e.g., bad weather, staying home alone, fire, being approached by strangers, when lost and in darkness, etc.).	Dangers		

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Physical Education: Kindergarten				
Elementary				
PE.K.1	Participates in developmentally appropriate health-related fitness activities	Physical Fitness	Health-Related	Skills Heart/lung Flexibility Muscle/strength Endurance Assessment Recommendations Teacher observation and checklist
PE.K.2	Demonstrates and identifies the basic locomotor movements of walking, running, hopping, jumping, galloping, sliding, leaping, and skipping	Movement Concepts	Locomotor	Skills Running Hopping Jumping Galloping Sliding Leaping Skipping Assessment Recommendations Teacher observation and checklist
PE.K.3	Demonstrates and identifies basic nonlocomotor movements of bending, straightening, curling, stretching, twisting, turning, swinging, swaying, rising, and collapsing	Movement Concepts	Nonlocomotor	Skills Bending Straightening Curling Stretching Twisting Turning Swinging Swaying Rising Collapsing Assessment Recommendations Teacher observation and checklist
PE.K.4	Exhibits concepts of general and personal space using a variety of movement skills while transferring weight in various levels, directions, and pathways	Movement Concepts	Space	Skills General/Personal Space Assessment Recommendations Teacher observation and checklist

144

145

Friday, December 12, 1997

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
PE.K.5	Demonstrates basic manipulative skills of throwing, catching, striking, and kicking	Movement Competencies	Manipulative	Skills Throwing Catching Striking Kicking Assessment Recommendations: Teacher observation and checklist
PE.K.6	Demonstrates static balance using various body parts	Movement Competencies	Balance	Skills Maintaining static balance Assessment Recommendations: Teacher observation and checklist
PE.K.7	Demonstrates basic rhythmic movements, timing, and following a beat	Movement Competencies	Rhythmic	Skills Timing Following a beat Assessment Recommendations: Teacher observation and checklist
PE.K.8	Applies classroom rules, procedures, and safe practices	Self-Management	Rules and Safety	Skills Following directions Using safe practices Assessment Recommendations: Teacher observation and checklist
PE.K.9	Shares space and equipment with others	Self-Management	Sharing	Skills Personal/general space Assessment Recommendations: Teacher observation and checklist

146

147



Georgia's Quality Core Curriculum

Fine Arts Kindergarten

148

149

Introduction to Fine Arts Quality Core Curriculum K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts
- **Historical and Cultural Context**
Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context
- **Critical Analysis and Aesthetic Understanding**
Responding to the Fine Arts through critical analysis and aesthetic understanding
- **Connections**
Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

Introduction to Dance Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order*. Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. Elements of Movement includes aspects of *space, shape* and *force*. The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

Dance Glossary

Aesthetic criteria. Standards on which to make judgments about the artistic merit of a work of art.

Alignment. Proper body posture for dance.

Artistry. Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

Body shapes. The spatial contour the body makes such as curved, angular, twisted, or straight.

Centering. Using proper body alignment to maintain one's balance.

Choreographic structure. The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

Choreography. The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

Clarity. Execution of technical dance steps in a clear and concise manner.

Combination: Series of technical dance steps performed by the dancer.

Composition. Using combinations of movement or movement phrases to form a greater body of work.

Dynamics. The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

Energy. An element of dance; the force and quality of movement defined by the degree of impetus and effort.

General space. A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

Improvisation. Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

Kinesthetic awareness. The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

Levels. The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

Locomotor movement. Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

Movement quality. The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

Movement phrase. Dance sequences that have a sense of completion.

Movement theme. A complete idea in movement that is manipulated and developed within a dance.

Musicality: Ability to respond to a rhythm while moving.

Negative space. The empty or open space created when a shape is made by the body.

Nonlocomotor/axial movement. Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

Partnering. Leading, following, or mirroring someone.

Pathway. The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

Personal space. The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

Positive space. The filled space created by the body when a shape is made in space.

Rhythmic acuity. The kinesthetic, auditory recognition of, and response to various complex time elements.

Spatial concept. One's relationship to the space around them.

Style. A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

Time. An element of dance which measures tempo/speed and force/energy.

Technique. Refined physical skills pertaining to a particular style of dance.

Time. The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

Vibratory. Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

Warm-up. Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Dance: Kindergarten				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAD.K.1	Participates in developmental warm-up exercises	Training and Technique		
FAD.K.2	Participates in activities using principles of dance technique	Training and Technique		
FAD.K.3	Demonstrates non-locomotor axial movement, such as bending, twisting, and swinging	Training and Technique		
FAD.K.4	Demonstrates locomotor movement, such as walking, running, and hopping, and concepts, such as transfer of weight and change of direction	Elements of Movement		
FAD.K.5	Develops awareness of spatial concepts (e.g., personal space and general space)	Elements of Movement		
FAD.K.6	Explains how health and nutrition enhance dance ability	Dance Wellness		
FAD.K.7	Creates shapes and level changes through movement	Elements of Movement		
FAD.K.8	Demonstrates awareness of force (energy) (e.g., smooth, tight, loose, and vibratory)	Elements of Movement		
FAD.K.9	Demonstrates the ability to move in various directions and patterns	Elements of Movement		
FAD.K.10	Responds to steady beat or changes in tempo through movement	Training and Technique		
FAD.K.11	Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness	Composition		
FAD.K.12	Demonstrates the ability to work with a partner	Training and Technique		

162

163

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAD.K.13	Develops self-discipline and positive work habits through dance.	Training and Technique		
Connections				
FAD.K.14	Relates dance to other subject areas.	Interdisciplinary		
Critical Analysis and Aesthetic Understanding				
FAD.K.15	Develops the ability to describe one's own dance as well as another's dance.	Criticism		
FAD.K.16	Identifies within a dance sequence a beginning, middle, and end.	Criticism		
FAD.K.17	Identifies various approaches to solving a compositional question.	Criticism		
FAD.K.18	Implements various approaches to solving a compositional question.	Composition		
FAD.K.19	Recognizes dance as a means of communication, expression, and interaction.	Criticism		
Historical and Cultural Context				
FAD.K.20	Participates in dance activities representing a variety of cultures.	Multicultural Context		

164

165

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Introduction to Music Quality Core Curriculum K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

Music Glossary

Articulation. In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Body percussion. Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

Classroom instruments. Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

Competency level. Proficiency level corresponding with the musical ability of the student.

Cultural. The customs and/or beliefs of a racial, religious, or social group.

Chording instruments. Instruments which enable the performer to sound chords.

Dynamic levels, dynamics. Degrees of loudness.

Developmentally appropriate. The instructional level at which students may most effectively assimilate new information.

Elements of music. Pitch, rhythm, harmony, dynamics, timbre, texture, form.

Environmental sounds. Sounds that naturally occur or which can be produced from materials found in the environment.

Expressive qualities. Any articulation, dynamic, or tempo marking used to interpret music.

Ethnic music. Musical forms or styles indigenous to a specific culture.

Folk source. Identification of a specific genre.

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Formal structure. See *Form*.

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation. The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

Line notation. Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

Meter signature / time signature. An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

Media. Written, visual, audible, and technological resources.

Musical heritage. Knowledge of historical and cultural backgrounds.

Ostinato. Short musical patterns that are repeated persistently through some composition.

Pre-notation symbols. Line notation of rhythm and/or melody.

Style. The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre. The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality. The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

Technique. The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

Technology. A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

Texture. The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Music: General Music: Kindergarten				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAM(GM).K.1	Responds to music through listening, moving, singing, and playing instruments	Listening Skills	Rhythm, Melody, Harmony, Form, and Expressive Qualities	
FAM(GM).K.2	Recognizes repeated patterns in melody, rhythm, and text	Performance Skills	Rhythm, Melody, Harmony, Form, and Expressive Qualities	
FAM(GM).K.3	Identifies contrasts in music: loud-soft and fast-slow	Listening Skills	Expressive Qualities and Rhythm	
FAM(GM).K.4	Identifies the sounds of classroom instruments (i.e., drums, autoharp, piano, and guitar)	Listening Skills	Timbre	
FAM(GM).K.5	Distinguishes between vocal and instrumental timbre	Listening Skills	Timbre	
FAM(GM).K.6	Performs with increasing accuracy in pitch and tone quality by singing developmentally appropriate songs	Performance Skills	Melody and Expressive Qualities	
FAM(GM).K.7	Responds to a steady beat through movement	Performance Skills	Rhythm and Expressive Qualities	
FAM(GM).K.8	Demonstrates awareness of steady beat through playing an instrument	Performance Skills	Rhythm	
FAM(GM).K.9	Participates in song stories, singing games, and musical dramatizations	Performance Skills	Expressive Qualities, Melody, Context, and Musical Heritage	
FAM(GM).K.10	Creates simple accompaniments using body percussion or classroom instruments	Creative Skills	Rhythm and Expressive Qualities	
FAM(GM).K.11	Moves expressively to music	Performance Skills	Expressive Qualities and Rhythm	

177

173

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(GM).K.12	Selects and adds simple vocal and percussive sounds to songs, poems, and stories.	Creative Skills	Timbre and Expressive Qualities	
FAM(GM).K.13	Demonstrates growth in knowledge of music vocabulary appropriate to the level.	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Notation	
FAM(GM).K.14	Creates new texts for familiar songs.	Creative Skills	Expressive Qualities	
FAM(GM).K.15	Participates in group singing of rote songs.	Performance Skills	Melody and Expressive Qualities	

Historical and Cultural Context

FAM(GM).K.16	Participates in musical activities representing a variety of cultures.	Appreciation	Musical Heritage	
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173

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173

Introduction to Theatre Quality Core Curriculum K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

Theatre Glossary

Aesthetic criteria. Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aural. Physical element involving listening.

Drama. A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Electronic media, Dramatic media. Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

Ensemble. Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

Environment. Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Front of house. The box office and lobby.

House. Commonly defined as the area in which the audience is seated.

Improvise. To spontaneously use movement and speech to create a character or object in a particular situation.

"In character." Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

Kinetic. Physical element involving movements of the body.

Motivation. The actor's reason for doing or saying something.

Oral. Physical element involving the use of the voice.

Pitch. The highness or lowness of one's voice.

Properties (Props). Any object used by actors to enhance character portrayal.

Sensory recall. To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

Tempo. The speed at which someone talks or the pace of production.

Theater. The place that is the setting for dramatic performances.

Theatre. The imitation/representation of life, performed for other people; the performance of dramatic literature.

Three dimensional character. A character that has a variety of emotions, strengths, and weaknesses.

Tone. The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

Underrepresented artist. Those who work in nontraditional art forms.

Visual. Physical element involving sight.

**Introduction to Theatre
Quality Core Curriculum
K-2**

Because students at this age should celebrate the true joy of experiential theatre learning, the QCC contains many content standards in which students are actively and physically involved in the creative process. Students are exposed to theatre through a creative dramatics approach in which material can be drawn from literature, art, music, current events, or other content areas. Much instruction in these grades is designed as group process and vocal response. The process work becomes formalized in the second grade as the creative dramatic process mirrors the language arts' writing process, reinforcing interdisciplinary connections.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Theatre Arts: Kindergarten				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FATA.K.1	Demonstrates behaviors needed to participate in drama activities.	Artistic Discipline	Teamwork and Collaboration	
FATA.K.2	Names the basic elements of drama: who, where, when, and what.	Scripting	Dramatic Elements	
FATA.K.3	Contributes to planning simple dramas verbally.	Scripting	Writing Process	
FATA.K.4	Identifies the five senses and describes sensory experiences in immediate surroundings.	Acting	Sensory Awareness	
FATA.K.5	Reacts to imaginary objects and environments in creative drama and dramatic play.	Acting	Imagination	
FATA.K.6	Demonstrates kinesthetic awareness, self-control, and expression.	Acting	Body Movement	
FATA.K.7	Locates and uses designated playing area for drama.	Acting	Stage Movement	
FATA.K.8	Uses voice and speech to express thought, feeling, and role.	Acting	Voice Speech and Language	
FATA.K.9	Assumes roles in creative drama and dramatic play.	Acting	Characterization	
FATA.K.10	Uses simple objects and available materials as props, scenery, and costumes for dramatic play and drama activities.	Technical Theatre	Design/Production	
FATA.K.11	Selects topics and stories to dramatize.	Research	Resources	
FATA.K.12	Dramatizes stories and ideas in a variety of forms, including dramatic play, story drama, pantomime, and choral speaking.	Creating Theatre	Dramatic Form	

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.K.13	Participates in and communicates through the creative drama process in a group setting. PRE-PLAYING: -Participates in warm-up activities -Generates ideas about story, topic, or theme PREPARATION: -Listens to story and discusses ideas -Determines drama elements: who, when, where, and what, sequence of actions PLAYING: -Assumes roles in drama EVALUATION/REFLECTION: -Critiques playing -Discusses meaning REPLAY: -Builds on suggestions -Enhances with simple technical elements SHARING: -Shares drama with an audience	Creating Theatre	Process	

Connections

FATA.K.14	Uses other disciplines such as social studies language arts, foreign languages, physical education, and science for ideas for drama.	Connecting	Other Disciplines	
FATA.K.15	Dramatizes ideas, concepts, and events based on the Social Studies curriculum topics: My Family and My World.	Connecting	Other Disciplines	
FATA.K.16	Recognizes other art forms of drama, music, dance, and visual arts.	Connecting	Other Arts	

Critical Analysis and Aesthetic Understanding

FATA.K.17	States the difference between pretend and real life.	Presentation	Responding	
FATA.K.18	Demonstrates awareness of and uses school, community, and professional resources for theory/experiences.	Responding		
FATA.K.19	States personal reactions to dramatic presentations.	Presentation	Evaluation	
FATA.K.20	Names role of the audience.	Presentation	Role of Audience	

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Historical and Cultural Context

FATA.K.21

Dramatizes stories from a variety of cultures.

Multicultural/ Social Heritage

Culture Context

192

193

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Introduction to Visual Arts Quality Core Curriculum K-12

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

Art History: Historical and Cultural Context

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

Interdisciplinary Connections

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

Visual Arts Glossary

Abstract. Generalized art which retains the essence or characteristics of a recognizable subject or object.

Additive sculpture. Modeling a sculpture by adding materials to it until the desired effect is maintained.

Aerial perspective. The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

Aesthetics. A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

Airbrush. Atomizer operated by compressed air used for spraying paint.

Analogous. Three colors that are next to each other on a color wheel and which have a common hue.

Analysis. Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

Animation. The illusion of movement caused by successive presentations of inanimate objects in rapid order.

Architecture. The art of designing and planning the construction of buildings, cities, and/or bridges.

Art history. A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

Arts disciplines. Studies which include dance, music, theatre, and visual arts.

Assess. To analyze and determine the nature and quality of achievement through means appropriate to the subject.

Asymmetrical balance. An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

Aural. Art that incorporates sound.

Background. The part of the picture plane that seems to be farthest from the viewer.

Balance. A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

Batik. A system of dyeing fabric in which selected areas are protected from the dye with wax.

Biomorphic. See organic.

Calligraphy. The art of lettering.

Ceramics. Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

Collage. A collection of materials arranged for a composition or design on a flat surface.

Color. A visually perceived hue.

Color scheme. Plan for organizing color.

Complementary. Colors opposite each other on a color wheel that contrast with each other.

Composition. The way in which the parts of an artwork are put together or organized.

Content. Message the artist is trying to communicate in a work of art.

Context. A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

Contour. Interior and exterior edges of objects.

Contour line. A line that follows the edges or edge of a shape or form.

Contrast. Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

Cool colors. Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

Create. To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Critical process. Description, analysis, interpretation, and evaluation used in discussing artworks.

Criticism. Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

Critique. To review, analyze, and discuss works of art.

Cross cultural. Art across cultures (intercultural).

Culture. Behaviors, customs, ideas, and skills of a distinct group of people.

Dominance. A principle of design where one element is emphasized.

Edition. A set number of productions of a work of art.

Elements of design. Line, shape, form, color, space, texture, and value.

Emphasis. A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

Enameling. The process of firing special powder or enamel pigments on copper or silver in a kiln.

Ethnic art. Art inspired by a specific culture.

Exhibitions. An organized display of works of art.

Explore. A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

Expression. A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Fiber arts. Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

Folk art. A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

Foreground. The space which appears to be closest to the viewer.

Form. 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

Free-flowing (Free-form). Any curvilinear, asymmetrical shape not bound by hard edges.

Functional art. Art designed for a certain purpose.

Functions (and purposes) of art. Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

Geometric form. Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

Geometric shapes. Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

Glazing. A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

Gradation. A gradual smooth change from light to dark, rough to smooth, or one color to another.

Graphic design. A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

Handbuilding. A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

Harmony. The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

Horizon line. The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

Hue. The name of a color.

Illustration. A work of art that usually seeks to join visual and discursive information for the purposes of communication.

Intensity. The brightness (purity) or dullness of a color, also known as chroma.

Intermediate colors (Tertiary). A color made by mixing a primary color with a secondary color.

Jewelry. A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

Kinetic. Art designed to move by natural or man-made forces.

Line. An uninterrupted actual mark or implied direction going from one point to another.

Linear perspective. Showing depth and distance in a picture with converging lines.

Maquettes. A small sculpture made as a preliminary model.

Materials. Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

Media. Broad categories for grouping works of visual art according to the art materials used.

Media arts. Art forms that deal with electronic technologies.

Middle ground. A term used to define a level surface behind the foreground and in front of the background.

Mixed media. The use of different materials in the same work of art.

Model or modeling. To shape or build up with malleable media.

Monochromatic. Uses only one hue and variations obtained from its tints, shades, and tones.

Montage. A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

Mosaic. A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

Motif. A recurring element, subject, or theme in works of art.

Movement. A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

Movements (arts). Refers to an historical or cultural period when certain styles became prevalent.

Multi-cultural. Refers to more than one culture.

Negative space. The space around and through a shape or object.

Neutral colors. Colors formed by mixing complementary colors on the color wheel.

Non-objective. Shapes/forms created with no regard to an identifiable subject or object.

One-point perspective. A system of creating the illusion of space in the picture plane using one vanishing point.

Organic form. Three-dimensional free-flowing shapes found in nature.

Organic shape. Two-dimensional or flat free-flowing shapes found in nature.

Origami. The art of Oriental paper folding.

Papier Maché. A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

Pattern. Repetition of a motif involving line, shape, color, value, or space in a composition.

Perception. Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Perspective. The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

Photogram. A process in which light-sensitive paper is exposed with objects to create positive and negative space.

Photography. The technique of capturing optical images on light sensitive surfaces.

Pin hole camera. A hand made camera using a pin hole opening to expose the film to light.

Pointillism. A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

Portfolio. A comprehensive collection of student work.

Positive space. The space in a composition occupied by the subject or objects.

Primary colors. Red, yellow, blue.

Principles of design. Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

Printmaking. The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

Process. A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

Proportion. Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult $7\frac{1}{2}$ heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.
- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

Radial balance. Type of balance in which forces or elements of a design come out from a central point.

Realism. A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

Repetition. A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

Rhythm. Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

Scale. Proportion.

Sculpture. Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

Secondary colors. Colors created by mixing two primary colors; orange, green, and violet.

Self-portrait. A rendering of the artist's own likeness.

Shade. A color with black added to it to change color value.

Shading. Gradation of tone or filling in areas through shadows.

Shape. Any two-dimensional area defined by line, color, tones, or edges.

Space. A perceived area or surface.

Spatial. Of, or existing, in space.

Split-complementary colors. A color and the two colors on either side of its complement on the color wheel.

Stained glass. Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

Structures. Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

Style. An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

Subtractive sculpture. Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

Symbol. Something that stands for, or represents, something else.

Synthesis. Combining of parts into a whole.

Tactile. Appealing to the sense of touch.

Techniques. Specific methods or procedures used in a larger process; for example, graduation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

Technologies. Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

Temporal. Worldly; or time; art enduring for a time.

Tertiary. The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

Texture. The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

Theme. A subject or topic in artwork.

Three-dimensional form. Objects which have height, width, and depth.

Thumbnail sketches. Small drawings used to develop an idea or composition.

Timeline. Chart showing the chronological progression of art history.

Tint. A color with white added to raise or lighten its value.

Tone. Changes in intensity.

Triadic. The colors found on the color wheel which form an equilateral triangle.

Two-dimensional. Flat area having height and width but no actual depth.

Two-point perspective. Perspective viewed when an object is observed from an angle. There are two vanishing points.

Unity. A principle of design referring to the arrangement of a work in which all parts seem interrelated.

Value. The element of art that refers to the lightness or darkness of an object or color.

Value scale. Gradation of dark to light usually made on a scale of 1-10.

Variety. A principle of design concerned with difference or contrast.

Visual art. A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Warm colors. Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

VISUAL ARTS CONTENT MATRIX, GRADE K-5

Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
SUBJECTS/THEMES	Animals Farms People Zoo Food Weather Plants Clothing Literature Transportation Artists in Community My Family At Play National Symbols Customs of Holidays Vacation My Neighborhood Real & Make Believe Community Helpers Self-awareness Habitats Communication Modes	Celebrations Imagination Family Units and Family Members Jobs/Responsibilities Artists in Community Community Buildings American Citizens Community Helpers Machines Help People Lights & Shadows Weather & Seasons Celestial Objects Animals, Plant Parts Movement and Energy Literature (Stories)	Symmetry, Patterns Light and Shadow, Sun Landscapes: Rock/Soil Weather By Seasons Plant/Animal Habitats Literature (Stories) Native Americans Colonists and Early American Settlers Communities Long Ago And Today People Playing Music Instruments Symbols Famous People Folk Games Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ Who Makes Art?	Shapes and Solids Same Size, Shape, But Different Position Measurement Simple Machines Shadow Changes Earth's Surface: Volcanoes, Erosion, Earthquakes Changes that Occur With Time Local Community History Urban, Suburban and Rural Communities Symbols/Observances of American Heritage Native Americans	Architecture: Solid Figures Earth Materials and Features Adaptation of Plants and Animals to Their Environment Seascapes in Art Forest, Desert, Plains, Mountain Landscapes Climate People: Different and Similar Georgia History and Geography Famous People Still Lives	Westward Expansion American Revolutionary War World War I and World War II Eras Art and Technology Industrialization Immigrants Art of Canada Literature (stories, poems): Emotions Ratio and Percent Properties of Planes and Solids Measure (Angles) Big Ideas in Art
ELEMENTS OF ART PRINCIPLES OF DESIGN	Colors: Red, Yellow, Blue, Orange, Violet, Green, Black, Brown, Gray, White (Pigment colors); Lines: Shapes: Geometric & Organic; Forms; Textures; Patterns	Colors: Primary and Secondary; Lines: Outlines, Edges; Shapes: Geometric and Organic; Form: Not Flat; Space: Positive and Negative; Textures: Sight and Touch; Overlapping; Shapes; Patterns; Organizing By Size and Shape	Colors: Warm and Cool; Tints and Shades; Lines: Horizontal; Vertical and Diagonal; Shapes: Overlapping, Size and Placement; Form: Geometric Solids; Space: 2-D Shapes and 3-D; Forms; Balance: Symmetry and Radial; Movement and Rhythm	Colors: Intermediate, Values; Lines: Expressive, Descriptive and Directional (parallel); Textures: Implied and Actual; Space: Fore- ground, Middleground and Background; Balance: Symmetrical and Asymmetrical; Center of Interest/Emphasis	Colors: Hues, Value, Intensity, Neutrals, and Complementary; Shapes and Space: Positive and Negative; Space: Overlapping, Placement (Scale), Color Intensity, Detail; Movement: Point of View; Lines: Different Functions; Contrast	Colors: Analogous, Complementary and Monochromatic; Form: Open/Closed; Linear Perspective; Proportion; Contrast Lines, Shapes, Space, Forms, Textures
ART MATERIALS	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Clay, Paper, Fibers, Wood, Mixed Media, Technology, Watercolors, Inks	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors, Papier- mâché	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Jewelry, Technology, Inks, Watercolors, Papier-mâché	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks

Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ART TECHNIQUES	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing
ART PRODUCTS	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Architecture, Rubbings, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Puppets, Architecture, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Paintings, Weavings, Stitcheries, Architecture, Puppets, Computer Art, Landscapes, Banners, Quilts, Logos, Designs, Mosaics, Sculptures	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Weavings, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Paintings, Landscapes, Quilts, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Collograph Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Computer Art, Paintings, Mosaics, Landscapes, Quilts, Seascapes, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Paintings, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Quilts, Collographs
FUNCTIONS OF ART	Self-expression Symbols of Nationhood (Flag)	Self-expression Habitation	Self-expression Celebration Contribution to Play and Recreation	Self-expression Depiction of Historical Event, People and Times Cultural Values and Beliefs	Self-expression Habitation Utilitarian Depiction of Event, People, and times	Self-expression Symbols of Affiliation Communication Realism Emotionalism/ Expressionism Structuralism/ Formalism
STYLES OF ART			Early American Art Colonial Art Native American Art Representational Art	Colonial Art Early American Art Native American Art Non-Western Art	Native American Art Colonial Art Non-Western Art	American Art of the West Art of North American (Canada) and Europe Representational Art

**Introduction to Visual Arts
Quality Core Curriculum
Elementary School Art**

At the elementary level, the visual arts program is designed to build concepts, skills, knowledge, and aesthetic awareness corresponding to the development and maturation of the young child. The curriculum builds observation skills and encourages exploration of imagination. The student learns to make choices that enhance communication of his or her ideas. Students learn to coordinate their hands and minds in explorations through the manipulation of various tools, processes, and media. New techniques, approaches, and habits for applying knowledge and skills are developed. Cognitively, students develop a sense of history, including an ability to value art created by different cultures. Through critical analysis of their own work and that of other artists, students learn to interpret the meaning of artwork and to judge its purpose and value. Exposing students to technology will give them the opportunity to synthesize art skills and problem-solving skills with technological advances. At this level students begin to understand the meaning and impact of the visual world in which they live.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Visual Arts: Kindergarten				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAVA.K.1	Creates art with different subjects and themes and from personal experiences (See Introduction Matrix)	Art Production	Subjects/Themes	
FAVA.K.2	Creates artworks - drawings, painting, pottery, sculptures, prints, fiber arts, and mixed media - emphasizing one or more art elements (e.g., color, line, shape, form, texture, and pattern)	Art Production	Creative Expression Through Art	
FAVA.K.3	Uses a variety of art materials and techniques to model, construct, and compose original artworks	Art Production	Three-dimensional Qualities	
FAVA.K.4	Demonstrates proper care and safe use of art materials and tools	Art Production	Maintenance and Safety	
Connections				
FAVA.K.5	Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks	Interdisciplinary	Other Subject Relationships	
Critical Analysis and Aesthetic Understanding				
FAVA.K.6	Names and identifies colors, such as red, yellow, blue, green, orange, violet, black, brown, white, and gray (pigment colors)	Criticism	Color	
FAVA.K.7	Points out and describes lines, as thick, thin, straight, and broken	Criticism	Line	
FAVA.K.8	Recognizes and names shapes, such as circles, squares, rectangles, triangles, and organic (free-form)	Criticism	Shape	
FAVA.K.9	Recognizes form as not flat	Criticism	Form	

226

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227

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAVA.K.10	Explores and names texture, such as smooth and rough	Criticism	Texture	
FAVA.K.11	Recognizes colors, lines, shapes, textures, and patterns in artworks and in nature	Criticism	Elements of Art Principles of Design	
FAVA.K.12	Describes and compares subjects and themes of artworks	Criticism	Subjects/Themes	
FAVA.K.13	Uses art terms with emphasis on the elements of art to talk about own artworks and art reproductions	Criticism	Vocabulary	
FAVA.K.14	Expresses preference for one of two or three art reproductions	Aesthetics	Aesthetic Perception	
FAVA.K.15	Offers ideas about what art is and who are artists?	Aesthetics	Aesthetic Perception	

Historical and Cultural Context

FAVA.K.16	Views and talks about Western and non-Western artworks of significant artists that have recognizable subjects and themes.	Art History	Culture	
FAVA.K.17	Points out clues in selected artworks that determine time and place	Art History	Time/Place	

229

228

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Georgia's Quality Core Curriculum

Grade 1

230

231



Georgia's Quality Core Curriculum

**Language Arts
Grade 1**

Introduction to Language Arts Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

Introduction to Language Arts Quality Core Curriculum K-5

The major goal of the K-5 Language Arts QCC revision team was to promote higher academic achievement of Georgia students by improving their literacy and communication skills. The K-5 Language Arts team consisted of a cross-section of educators throughout Georgia including classroom teachers, curriculum specialists and a parent representative. State Department of Education personnel facilitated the process.

The focus of the revision was to make the QCC more readable and understandable; to make the standards clear, concise and sequential; and to assure that the standards are measurable. To revise the original QCC document, team members researched proven practices in language arts, standards and benchmarks from other states, objectives for nationally normed language arts tests and criteria for the Georgia writing assessment. Representing a wide array of philosophies, the team reached consensus, and a stronger, more balanced curriculum resulted.

The QCC revision process established more rigorous academic standards and identified content knowledge and skills that Georgia students must possess to be productive citizens.

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and speaks in informal conversations with peers and adults.	*									
Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.		*	*	*	*	*	*	*	*	*
Listens to a variety of literary forms, including stories and poems.	*	*	*							
Listens and responds to a variety of literary forms.				*	*					
Listens and responds to a variety of literary forms including prose, poetry, and drama.						*	*	*	*	*
Follows one- and two-part oral directions.	*									
Follows two- and three-part oral directions.		*								
Follows three-part oral directions.			*							
Follows multiple oral directions.				*	*	*				
Follows oral directions and asks questions for clarification.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Repeats auditory sequences: letters, words, numbers, and rhythmic patterns.	*									
Recognizes rhyming words.	*									
Recites short poems, rhymes, songs, and stories with repeated patterns.	*									
Participates in choral speaking and creative drama.	*									
Recalls information presented orally.		*								
Recalls and interprets information presented orally.			*							
Uses oral language for different purposes: to inform, to persuade, and to entertain.			*	*	*	*	*	*	*	
Recalls, interprets, and summarizes information presented orally.				*	*	*	*	*	*	*
Delivers a planned oral presentation.						*	*	*	*	
Adjusts manner and style of speaking to suit an audience and situation.						*	*	*	*	

240

* Standards will be reinforced as necessary each subsequent year

241

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Speaks so others can hear and understand.										*
Defends conclusions rationally.										*
Paraphrases and discusses information.						*	*	*	*	*
Summarizes and/or records orally presented information.						*	*	*	*	*
Interprets the meaning of questions in order to give an appropriate response.		*								
Responds to questions on orally presented materials.			*							
Responds appropriately to various types of questions on orally presented material.				*						
Responds to literal, inferential, and evaluative questions on orally presented material.					*	*	*	*	*	*
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

242

* Standards will be reinforced as necessary each subsequent year

243

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Communicates effectively when using descriptive language, relating experiences, and retelling stories.	*									
Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.		*	*	*	*	*	*	*	*	*
Uses a variety of language patterns and sentence structures.		*	*							
Uses increasingly complex sentence structures in oral communication.			*	*	*	*				
Determines the literal and figurative meaning of words.					*	*				
Demonstrates an understanding of words and ideas when heard in context.		*								
Determines the meaning of a word based on how it is used in an orally presented sentence.			*	*	*					
Adjust manner and style of speaking to suit an audience and situation.						*	*	*	*	*

244

* Standards will be reinforced as necessary each subsequent year

245

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses grade/age appropriate standard American English when communicating orally.			*	*	*	*				
Paraphrases and discusses information.						*	*	*	*	
Begins to discriminate between spoken words and sentences.	*									
Summarizes and/or records orally presented information.							*	*	*	
Blends sounds orally to make words.	*	*	*	*						
Divides words into syllables.		*	*	*						
Participates in oral presentations.							*	*	*	*
Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions.							*	*	*	
Develops awareness of nonverbal communication such as gestures, body language, and facial expressions.							*	*	*	*
Uses standard conventions of American English in appropriate settings.							*	*	*	*

246

* Standards will be reinforced as necessary each subsequent year

247

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and responds to various language patterns and literary forms including regional examples (dialect).							*	*	*	
Responds to literal, inferential, and critical questions.							*	*	*	*
Determines the denotative and connotative meanings of words in oral context.							*	*	*	*
Records orally presented information (note-taking).							*	*	*	*
Critically responds to various media. Evaluates messages and effect of mass media.							*	*	*	*

243

243

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes own name in print.	*									
Recognizes words in familiar contexts.	*									
Recognizes common signs and logos.	*									
Holds print materials in correct position.	*									
Demonstrates left-to-right and top-to-bottom progression.	*									
Discriminates visual similarities and differences in words.	*									
Distinguishes between written letters, words, and sentences.	*									
Identifies upper- and lower-case letters of the alphabet out of sequence.	*									
Associates sounds with letters.	*									
Verbalizes consonant sound when shown the consonant letter.	*									
Recognizes rhyming words (e.g., CVC words, word families, etc.).	*									

250

* Standards will be reinforced as necessary each subsequent year

251

Language Arts
QCC Scope and Sequence

Written Communication

Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads selected sight words.	*									
Recalls orally a series of three visually presented items.	*									
Uses words that signal sequence relationships such as first, next, and last.	*									
Classifies by characteristics such as color, size, shape, structure, and function.	*									
Sequences pictures to tell a story.	*									
Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes.	*									
Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings.	*									
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

252

* Standards will be reinforced as necessary each subsequent year

253

Language Arts
QCC Scope and Sequence

Written Communication

Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.		*								
Classifies and categorizes words into sets and groups with common characteristics.		*	*	*	*	*	*	*	*	
Follows written directions.			*	*	*	*	*	*	*	*
Reads a variety of materials for information and pleasure.			*	*	*	*	*	*	*	*
Reads for a variety of purposes in different kinds of texts.				*	*	*	*	*	*	*
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.		*								
Using beginning, medial, and ending consonants to orally decode one and two syllable words.		*								
Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words.		*								
Using consonant blends and diagraphs to orally decode one- and two-syllable words.		*								

254

* Standards will be reinforced as necessary each subsequent year

255

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.			*	*	*	*				
Using beginning, medial, and ending consonants to orally decode words.			*	*	*	*				
Using short, long, and "r" controlled vowel sounds to orally decode words.			*	*	*	*				
Using consonant blends, digraphs, and diphthongs to orally decode words.			*	*	*	*				
Uses word order and sentence structure to read. (Syntax-"Does it sound right?")		*	*	*	*	*	*	*	*	
Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")		*								
Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")			*	*	*	*	*	*	*	*
Increases existing sight vocabulary (instant recognition).		*	*	*	*	*	*	*	*	*

256

* Standards will be reinforced as necessary each subsequent year

257

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.		*	*	*	*	*	*	*	*	
Reads with fluency and expression.		*	*	*	*	*	*	*	*	*
Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Identifies the main characters.		*	*	*	*					
Identifies the characters' actions, motives, emotions, traits, and feelings.		*	*	*	*	*				
Draws conclusions and makes predictions and comparisons.		*	*							
Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.				*	*	*	*	*	*	*

253

* Standards will be reinforced as necessary each subsequent year

259

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.		*	*	*	*	*	*	*	*	*
Distinguishes between fact and opinion.					*	*	*	*	*	*
Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*	*	*	*	*
Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."		*	*	*	*	*				
Uses knowledge of root words, prefixes, and suffixes in word recognition.		*	*	*	*	*	*	*	*	*
Recognizes simple word opposites.	*	*	*							
Uses knowledge of synonyms, antonyms, and homophones when reading.				*	*	*	*	*	*	
Identifies story development, author's purpose, and point of view.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses context clues to determine meaning of unknown words.							*	*	*	*
Adjusts reading speed according to purpose and rereads for comprehension.							*	*	*	*
Recognizes persuasion techniques in propaganda and advertising.							*	*	*	*

262

263

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Experiences traditional and contemporary literature through a variety of media.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and evaluative questions about literature.	*	*	*	*	*	*	*	*	*	*
Responds appropriately to questions about author's purpose, techniques, character development, and plot structure.					*	*	*	*	*	*
Demonstrates an interest in various types of self-selected literature through daily reading.		*	*	*	*	*	*	*	*	*
Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*				
Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths).							*	*	*	*
Discriminates between realism and fantasy.		*	*	*						
Distinguishes between fact and opinion.					*	*	*	*	*	*

264

* Standards will be reinforced as necessary each subsequent year

265

Language Arts
QCC Scope and Sequence

Written Communication

Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes cultural diversity represented in literature.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and critical questions about literature.							*	*	*	*
Recognizes bias and stereotypes.							*	*	*	*
Recognizes relevance of data.							*	*	*	*
Interprets written instructions and other directive information.							*	*	*	*
Applies reading strategies to specific content and subject matter.							*	*	*	*
Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.							*	*	*	*
Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.).							*	*	*	*
Experiences traditional and contemporary literature through a variety of media.							*	*	*	*

266

* Standards will be reinforced as necessary each subsequent year

267

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes writer's purpose in fiction and nonfiction.							*	*	*	*
Recognizes cultures and values represented in literature.							*	*	*	*
Recognizes that literature reflects human experience.							*	*	*	*
Responds creatively to literature, drama, art, and multimedia projects.							*	*	*	*
Identifies and chooses literature according to personal interests.							*	*	*	*

263

263

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Dictates information for experience stories.	*									
Uses examples from literature to create individual and group stories.	*	*	*	*	*	*	*	*	*	
Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	*									
Uses correct spelling for frequently used sight vocabulary.		*	*	*	*	*	*	*	*	*
Uses learned phonetic strategies to spell correctly.		*	*	*	*	*				
Writes a minimum of three sentences about a topic.		*	*							
Writes a short paragraph about a topic.				*						
Writes selections (compositions) of three or more paragraphs about a topic.					*	*	*	*	*	*

270

* Standards will be reinforced as necessary each subsequent year

271

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words.		*	*							
Writes about self-selected topics.				*	*	*	*	*	*	*
Writes in a variety of genres to produce paragraphs and compositions:										
Personal narratives				*	*	*	*	*	*	*
Imaginative stories				*	*	*	*	*	*	*
Responses to literature				*	*	*	*	*	*	*
Content area pieces				*	*	*	*	*	*	*
Correspondence (including writing letters and addressing envelopes).			*	*	*	*	*	*	*	*
Expository Pieces						*	*	*	*	*
Persuasive Pieces							*	*	*	*
Applies correct principles of grammar:										
Writes complete sentences			*							*
Uses correct capital letters			*							*
Uses correct punctuation			*							*
Applies correct rules of usage and expression.			*							*
Applies correct principles of grammar, parts of speech, usage, and mechanics:										
Writes complete sentences				*						*
Uses correct capitalization and punctuation				*						*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses correct word structure				*						*
Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory				*						
Identifies the parts of a sentence in various sentence patterns (simple subject and predicate).				*						
Forms singular, plural, and possessive nouns.				*						
Applies standard conventions of American English in subject-verb agreement				*						*
Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences				*						
Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.)					*	*	*	*	*	*
Communicates ideas by using the writing process:										
PREWRITING										
Generates ideas		*	*	*	*	*	*	*	*	*
DRAFTING										
Focuses on topic		*	*	*	*	*	*	*	*	*
Uses prewriting ideas to complete first draft		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
REVISING										
Expands use of descriptive words		*	*	*	*	*	*	*	*	*
Improves sequence			*	*	*	*	*	*	*	*
Adds variety of sentence types			*	*	*	*	*	*	*	*
Organizes writing to include a clear beginning, middle, and ending.			*	*	*	*	*	*	*	*
EDITING										
Begins each sentence and proper noun with a capital letter		*	*	*	*	*	*	*	*	*
Uses correct spelling		*	*	*	*	*	*	*	*	*
Uses appropriate punctuation		*	*	*	*	*	*	*	*	*
Uses complete sentences		*	*	*	*	*	*	*	*	*
PUBLISHING										
Shares writing with others.		*	*	*	*	*	*	*	*	*
Increases writing vocabulary.						*	*	*	*	*
Uses descriptive words and phrases.						*	*	*	*	*
Uses various organizational strategies, styles, and purposes.						*				
Experiments with organization, style, purpose, and audience.							*	*	*	*
Uses available technology to assist in writing.		*	*	*	*	*	*	*	*	*
Uses left to right pattern of writing.	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Prints name, self-selected words, and letters of the alphabet.	*									
Copies simple shapes, designs, numerals, and letters.	*									
Prints legibly:										
Correctly forms letters and numbers;		*	*							
Correctly spaces words and sentences.		*	*							
Begins to recognize cursive letters.			*							
Writes legibly:										
Correctly forms letters and numbers				*	*	*	*	*	*	
Correctly spaces words and sentences				*	*	*	*	*	*	
Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses various types of writing (personal, academic, business, and vocational).							*	*	*	*
Uses dialogue in writing.							*	*	*	*
Composes and revises using a computer.										*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory.					*	*	*	*	*	
Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs.					*	*				
Identifies the eight parts of speech and their uses in a sentence.							*	*	*	
Identifies the parts of a sentence in various sentence patterns:										
subjects (simple and compound)					*					
predicates (simple and compound)					*					
modifiers					*					
Identifies the parts of a sentence in various sentence patterns:										
subject (simple and compound)						*	*	*	*	
predicates (simple and compound)						*	*	*	*	
modifiers (words and prepositional phrases)						*	*	*	*	
complements (predicate adjectives, predicate nominative, direct objects)							*	*	*	
Forms singular, plural, and possessive nouns.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies principal parts and tenses of regular and irregular verbs.					*	*	*	*	*	
Identifies types of pronouns: subject, object, possessive.					*	*	*	*	*	
Writes simple and compound sentences and avoids fragments and run-on sentences.					*	*	*	*	*	*
Applies standard conventions of American English in:										
Subject-verb agreement					*	*	*	*	*	*
Cases of personal pronouns					*	*	*	*	*	*
Principal parts of verbs					*	*	*	*	*	*
Comparisons of adjectives and adverbs					*	*	*	*	*	*
Pronoun/Antecedent							*	*	*	*
Applies standard rules of capitalization.					*	*	*	*	*	*
Applies standard rules of punctuation.					*	*	*	*	*	*
Spells frequently used words correctly and applies common spelling rules.					*	*	*	*	*	*
Identifies types of pronouns such as personal, interrogative, demonstrative.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes simple and compound sentences and avoids run-ons and nonfunctional fragments.							*	*	*	*
Combines sentences using coordination (i.e., compound sentences).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing.	*									
Alphabetizes words to the first letter.		*								
Alphabetizes words to the second letter.			*							
Alphabetizes words to the third letter.				*						
Uses alphabetical order to locate information.					*	*	*	*	*	
Uses picture dictionaries as information sources.		*								
Uses beginning dictionaries as information sources.			*							
Uses abridged dictionaries to identify appropriate word meanings or correct spellings.				*	*					
Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses guide words to locate words in dictionaries and topics in encyclopedias.			*							
Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information.				*						
Uses guide words to locate information.					*	*	*	*	*	
Determines appropriate resource to answer specific questions.					*					
Locates information using the appropriate reference resources.						*	*	*	*	*
Recognizes the organization of fiction and nonfiction books in the media center.		*	*	*						
Uses call numbers to locate information in the media center.					*					
Recognizes the author, illustrator, and title as identifying items of information about a book.		*								
Recognizes the purpose of the title page and the table of contents.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses book parts including the title page, table of contents, and glossary as information sources.			*							
Uses book parts including title page, table of contents, index and glossary as information sources.				*	*					
List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date.						*	*	*	*	*
Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.		*		*						
Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources.			*							
Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information.				*	*					

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic.				*						
Skims material to locate specific information.				*						
Develops a simple outline from a short selection.					*	*	*	*	*	
Uses cross reference in multiple types of sources.						*	*	*	*	
Uses the media center and available technology as sources of information and pleasure.		*	*	*	*	*	*	*	*	*
Recognizes differences in paraphrasing, summarizing, and plagiarizing.							*	*	*	
Recognizes organizational systems used for collections or reference sources.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses research process by:										
-Choosing topic					*	*	*	*	*	*
-Formulating questions					*	*	*	*	*	*
-Identifying key words					*	*	*	*	*	*
-Selecting sources					*	*	*	*	*	*
-Skimming					*	*	*	*	*	*
-Paraphrasing					*	*	*	*	*	*
-Taking notes					*	*	*	*	*	*
-Organizing					*	*	*	*	*	*
-Presenting					*	*	*	*	*	*
Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic.							*	*	*	*
Analyzes information to determine relevance to topic.							*	*	*	*
Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

297

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Selects main ideas and supporting details from two or more sources and creates an outline.							*	*	*	
Documents sources with reference citations (bibliography or footnotes).							*	*	*	*
Uses a study technique:										
PQRST (preview, question, read, study, test)					*	*	*	*	*	
SQ3R (survey, question, read, review, report)					*	*	*	*	*	
PQ4R (preview, question, research, read, review, report)					*	*	*	*	*	
4R (research, read, review, report)					*	*	*	*	*	
Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.).							*	*	*	
Works as a team to solve problems.										*

* Standards will be reinforced as necessary each subsequent year

**Introduction to Language Arts
Quality Core Curriculum
First Grade**

First grade students in Georgia will be immersed in a literature-rich environment and use print materials as sources of information and enjoyment. They will be provided a balanced reading program including instruction in direct systematic explicit and implicit phonics, syntactic and semantic relationships, sight vocabulary development, and the use of quality children's literature. These students will receive formal instruction in handwriting, and they will communicate ideas by listening, speaking, writing, drawing, and using available technology.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
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Language Arts: Grade 1

Oral Communication

LA.1.1	Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.	Listening/Speaking
LA.1.2	Listens to a variety of literary forms including stories and poems.	Listening/Speaking
LA.1.3	Follows two- and three-part oral directions.	Listening/Speaking
LA.1.4	Recalls information presented orally.	Listening/Speaking
LA.1.5	Interprets the meaning of questions in order to give an appropriate response.	Listening/Speaking
LA.1.6	Increases vocabulary to reflect a growing range of interests and knowledge.	Listening/Speaking
LA.1.7	Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.	Listening/Speaking
LA.1.8	Uses a variety of language patterns and sentence structures.	Listening/Speaking
LA.1.9	Demonstrates an understanding of words and ideas when heard in context.	Listening/Speaking
LA.1.10	Blends sounds orally to make words.	Listening/Speaking
LA.1.11	Divides words into syllables.	Listening/Speaking

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Written Communication				
LA.1.12	Increases vocabulary to reflect a growing range of interests and knowledge	Reading		
LA.1.13	Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.	Reading		
LA.1.14	Classifies and categorizes words into sets and groups with common characteristics	Reading		
LA.1.15	Applies phonetic strategies to read by -Using initial consonant substitution in rhyming words and word families, -Using beginning, medial, and ending consonants to orally decode one and two syllable words, -Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words, -Using consonant blends and digraphs to orally decode one- and two-syllable words.	Reading		
LA.1.16	Uses word order and sentence structure to read (Syntax - "Does it sound right?")	Reading		
LA.1.17	Demonstrates an understanding of semantic relationships by using pictures, context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")	Reading		
LA.1.18	Increases existing sight vocabulary (instant recognition)	Reading		
LA.1.19	Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently	Reading		
LA.1.20	Reads with fluency and expression	Reading		
LA.1.21	Recognizes EXPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction	Reading		

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305

304

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.1.22	Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction	Reading		
LA.1.23	Identifies the main characters	Reading		
LA.1.24	Identifies characters' actions, motives, emotions, traits, and feelings	Reading		
LA.1.25	Draws conclusions and makes predictions and comparisons	Reading		
LA.1.26	Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension	Reading		
LA.1.27	Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama)	Reading		
LA.1.28	Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."	Reading		
LA.1.29	Uses knowledge of root words, prefixes, and suffixes in word recognition	Reading		
LA.1.30	Recognizes simple word opposites	Reading		
LA.1.31	Uses examples from literature to create individual and group stories	Writing		
LA.1.32	Uses correct spelling for frequently used sight vocabulary	Writing	Spelling	
LA.1.33	Uses learned phonetic strategies to spell correctly	Writing	Spelling	
LA.1.34	Writes a minimum of three sentences about a topic	Writing		

306

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307

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.1.35	Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words.	Writing		
LA.1.36	Communicates ideas by using the writing process PREWRITING - Generates ideas DRAFTING - Focuses on topic - Uses prewriting ideas to complete first draft REVISING - Expands use of descriptive words EDITING - Begins each sentence and proper noun with a capital letter - Uses correct spelling - Uses appropriate punctuation - Uses complete sentences PUBLISHING - Shares writing with others	Writing		
LA.1.37	Uses available technology to assist in writing.	Writing		
LA.1.38	Prints legibly - Correctly forms letters and numbers - Correctly spaces words and sentences	Writing	Penmanship	
LA.1.39	Experiences traditional and contemporary literature through a variety of media	Literature		
LA.1.40	Responds to literal, inferential, and evaluative questions about literature	Literature		
LA.1.41	Demonstrates an interest in various types of self-selected literature through daily reading	Literature		
LA.1.42	Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama)	Literature		
LA.1.43	Discriminates between realism and fantasy	Literature		
LA.1.44	Recognizes cultural diversity represented in literature	Literature		

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.1.45	Alphabetizes words to the first letter	Reference/Study		
LA.1.46	Uses picture dictionaries as information sources	Reference/Study		
LA.1.47	Recognizes the organization of fiction and nonfiction books in the media center	Reference/Study		
LA.1.48	Recognizes the author, illustrator, and title as identifying items of information about a book	Reference/Study		
LA.1.49	Recognizes the purpose of the title page and the table of contents	Reference/Study		
LA.1.50	Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources	Reference/Study		
LA.1.51	Uses the media center and available technology as sources of information and pleasure	Reference/Study		

310

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311



Georgia's Quality Core Curriculum

Mathematics

Grade 1

Introduction to Mathematics Quality Core Curriculum K-5

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers*, will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics as well as between mathematics and other disciplines.

The mathematical topics are organized by strands: Estimation, Fractions & Decimals, Geometry & Spatial Sense, Measurement, Number Sense & Numeration, Patterns & Relationships, Problem Solving, Statistics & Probability, Whole Number Computation, and Whole Number Operation. These strands extend throughout the K-12 Mathematics QCC, providing continuity and ensuring a smooth transition across elementary, middle, and high school programs. Algebra has been listed as a topic in the K-5 curriculum to alert K-5 teachers that the foundation of algebraic skills is being formed at the elementary level.

The Mathematics QCC is designed to support teachers as they instructionally maximize each child's mathematical experiences. Teachers are urged to provide for movement through the curriculum regardless of a student's current grade level. The use of concrete objects (manipulatives) and visual models is vital for students to understand concepts and explore processes. Knowledge acquisition requires a transition from concrete, through pictorial, to the more abstract for all students at all levels and ages.

This revision of the Mathematics K-5 QCC has incorporated national standards, state competencies, and standardized test objectives for each grade level. Concepts, skills, and content standards have been matched across grade levels to ensure continuity for the learning of mathematics. The revision team members hope that teachers will find this a useful tool when developing lesson plans and that it reduces the need to cross-reference other documents.

Incorporating technology in instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning environment. Calculators and computers are essential tools for learning and doing mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

The Mathematics QCC Revision Team has carefully considered and incorporated curriculum standards proposed by national and state initiatives as well as the revision evaluation suggestions provided by thousands of Georgians. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Mathematics: Grade 1				

Estimation; Problem Solving

M.1.1	Explores estimation of quantities of less than 100.		Estimation	Skills: Estimates less than 100.
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Fractions & Decimals

M.1.2	Recognizes different ways of representing fractions using concrete and pictorial models and words for one-half and one-fourth.		Fractions	Skills: Recognizes fractions (1/2, and 1/4) in various forms.
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Geometry & Spatial Sense

M.1.3	Identifies circles, squares, triangles, ovals, diamonds, and rectangles in various orientations/positions.		Plane Figures	Skills: Recognizes geometric shapes.
M.1.4	Identifies spheres, cubes and cones.		Solid Figures	Skills: Recognizes geometric solids.
M.1.5	Identifies a specified positional relationship between objects, (before, after, between, near, left, right, inside, outside, and close to).	Algebra	Spatial Relationships	Skills: Recognizes positional relationships.
M.1.6	Determines figures that are symmetrical by folding.	Algebra	Symmetry	Skills: Determines symmetry.
M.1.7	Identifies the shapes (e.g., two triangles to make a rectangle) that can be put together to make a given shape.		Visualization	Skills: Identifies the relationship of pieces to the whole.

Geometry & Spatial Sense; Patterns & Relationships

M.1.8	Compares or orders shapes by size (same size as, larger than, smaller than, largest, or smallest).		Comparing	Skills: Categorizes shapes by size.
M.1.9	Identifies relationships (larger than, largest, smaller than, smallest, same size as, same shape as, inside, outside, on, left, and right).		Geometric Relationships	Skills: Recognizes conceptual relationships.

318

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319

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Measurement				
M.1.10	Describes, orders, and measures length using inches and centimeters.		Measurement	Skills: Measures, compares and contrasts length using inches and centimeters.
M.1.11	Selects appropriate instrument for determining specified measurement of height, weight, capacity and temperature.		Measurement	Skills: Chooses appropriate tool of measurement.
M.1.12	Names and identifies values of coins (penny, nickel, dime, quarter) and dollar bills.		Money	Skills: Knows monetary values.
M.1.13	Determines the value of a set of coins up to \$0.50 using quarters, nickels, pennies, and dimes.		Money	Skills: Knows monetary values.
M.1.14	Determines equivalent values of coins up to \$0.50.		Money	Skills: Knows monetary equivalent values.
M.1.15	Identifies days, weeks, and months on a calendar.		Time	Skills: Uses calendar.
M.1.16	Identifies number of minutes in an hour, number of days in a week, and number of months in a year.		Time	Skills: Converts various time increments.
M.1.17	Selects appropriate units (minutes, hours, days, weeks, and months) and appropriate instruments (clocks and calendars) to measure time.		Time	Skills: Uses time measurements appropriately.
M.1.18	Tells time to the half-hour and hour.		Time	Skills: Tells time to the half-hour and hour.

Measurement; Patterns & Relationships

M.1.19	Compares weight of two real objects (heavier than, lighter than) and capacity of two real containers (more than, less than) using both dry and liquid measure units, and compares the height of two real objects (shorter than, taller than).		Measurement	Skills: Compares and contrasts measurement.
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Number Sense & Numeration

M.1.20	Selects the numeral that names a group of objects and matches a group of objects with the appropriate numeral for a given set containing 0 through 100 objects.		Counting	Skills: Recognizes relationship of numeral to object.
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320

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.1.21	Counts by ones, fives, and tens to 100 and by twos to 20. Counts backwards from 20.		Counting	Skills: Counts using different increments.
M.1.22	Models and pictorially represents whole numbers through 100 using groups of tens and ones and orally names numbers (e.g., 3 tens, 2 ones; thirty-two; or $30 + 2 = 32$).		Expanded Notation	Skills: Relates numbers to models and reads numbers to 100.
M.1.23	Translates words to numerals and numerals to words (0 through 20).		Number Names	Skills: Translates numerals 0-20.
M.1.24	Recognizes, writes and orally names numerals 0 through 100.		Number Names	Skills: Masters numeral names 0-100.
M.1.25	Recognizes different names for whole numbers through 20 (e.g., $4 = 2 + 2$, $4 = 3 + 1$, $4 = 0 + 4$).		Number Sentences	Skills: Recognizes different number names through 20.
M.1.26	Uses ordinal numbers first through tenth to indicate position.		Ordinals	Skills: Applies ordinal numbers through tenth.
M.1.27	Identifies place value by determining number of tens and ones in a given number.		Place Value	Skills: Identifies place value through 100.

Number Sense & Numeration; Patterns & Relationships

M.1.28	Identifies numerical relations (greater than, less than, equal to) of numbers 0 through 100 and sequences of numbers in ascending order.	Algebra	Sequencing	Skills: Identifies the symbols $<$, $>$, or $=$.
M.1.29	Selects elements (concrete objects) belonging to or not belonging to a given set.		Sets	Skills: Categorizes elements.
M.1.30	Recognizes equivalent and nonequivalent sets using one-to-one correspondence.	Algebra	Sets	Skills: Matches sets.

Patterns & Relationships

M.1.31	Continues simple patterns such as those involving numbers, shapes, colors, seasons, and events.		Sequencing	Skills: Continues simple patterns.
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322

323

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Problem Solving; Number Sense & Numeration				
M.1.32	Sequences numbers and points on a number line and determines missing numerals (0 through 20)		Number Line	Skills: Sequences numbers on a number line. Assessment Recommendations: Teacher documents student activities involving number lines.
Problem Solving; Patterns & Relationships				
M.1.33	Organizes elements of sets according to characteristics such as use, size, and shape	Algebra	Sets	Skills: Categorizes elements according to like characteristics.
Problem Solving; Statistics & Probability				
M.1.34	Interprets data by reading bar graphs and pictographs using whole unit data	Algebra	Graphs	Skills: Interprets graphs
M.1.35	Constructs simple graphs using concrete objects such as blocks and squares	Algebra	Graphs	Skills: Constructs graphs
M.1.36	Solves one- and two-step word problems related to appropriate first-grade objectives. Includes oral and written problems and problems with extraneous information, as well as information from sources such as bar graphs and pictographs		Word Problems	Skills: Solves one- and two- step word problems.
Whole Number Computations				
M.1.37	Adds three 1-digit whole numbers presented vertically and horizontally (rewrite vertically) without regrouping.		Addition	Skills: Adds three 1-digit numbers without regrouping.
M.1.38	Recalls addition facts (sums to 18) and related subtraction facts presented vertically and horizontally (rewrite vertically).		Addition and Subtraction	Skills: Demonstrates mastery of basic facts horizontally and vertically
M.1.39	Uses models such as base ten blocks, pictorial representation, and number line to explore adding and subtracting two-digit numbers without regrouping		Addition and Subtraction	Skills: Uses manipulatives to solve two digit non- regrouping addition and subtraction problems.

324

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325

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.1.40	Adds and subtracts 2-digit whole numbers without regrouping vertically and horizontally (rewrite vertically)		Addition and Subtraction	Skills: Adds and subtracts 2-digit numbers without regrouping
Whole Number Computations; Patterns & Relationships				
M.1.41	Uses appropriate mathematical symbols (+, -, =)	Algebra	Mathematical Symbols	Skills: Chooses correct symbol (+, -, =)
Whole Number Operations				
M.1.42	Uses concrete objects to explore the commutative property of addition	Algebra	Commutative Property	Skills: Demonstrates commutative property of addition
M.1.43	Explores the property of zero in addition and subtraction	Algebra	Zero Properties	Skills: Uses property of zero
Whole Number Operations; Whole Number Computations				
M.1.44	Relates addition and subtraction to words, pictures and concrete models, particularly sums and differences to 18 and related differences, and multiples of ten	Algebra	Addition and Subtraction	Skills: Solves simple problems using addition and subtraction
M.1.45	Determines addition and subtraction facts up to 18 using strategies such as counting all of a set, part-whole, counting on, counting back, counting up, doubles, property of zero, and commutativity of addition	Algebra	Addition and Subtraction	Skills: Uses strategies to add and subtract

326

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327



Georgia's Quality Core Curriculum

**Science
Grade 1**

Introduction to Science Quality Core Curriculum K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching,

and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.
- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.
- Uses indices, tables of contents, and online searches to locate information related to science concepts.

Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

Tools

Uses appropriate tools to collect and analyze data and solve problems.

Basic Process Skills

Observation includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

Classification includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

Communication includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

Measurement includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

Prediction includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

Inference includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

Higher Level Process Skills

Identification of variables includes finding the variables of a system and selecting those to be held constant.

Manipulation of variables includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Interpretation of data includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Operational definition includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

Formulation of models includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

Experimentation includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

Construction of hypotheses includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.

Drawing conclusions includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

Science Quality Core Curriculum Matrix for Grades K through 5						
TOPICS	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Physical Science			.			
Matter	*		*			*
Sound		*			*	
Light and Color	*				*	
Magnetism and Electricity		*			*	
Motion, Forces and Machines				*		
Heat				*		*
Life Science						
Living Things	*			*		
Plants			*	*		
Animals		*		*		*
Human Body	*					*
Ecology			*		*	
Earth/Space Science						
Earth History				*		
Earth Process						*
Earth Materials	*			*		
Weather/Climate		*			*	
Space Astronomy			*		*	

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
Science (K-5): Grade 1				

Inquiry

S.1.1	Asks questions, makes and keeps simple records of observations, sorts and classifies objects, communicates with others, makes predictions, uses estimation and measurement, and makes sketches and diagrams to explain ideas	Science Inquiry, Process Skills and Problem Solving	Accepted methods, processes and procedures are used to conduct scientific study	
S.1.2	Uses books and other media to obtain information related to science concepts	Reference Skills	References materials are available in media centers and online to help students research and evaluate information	
S.1.3	Identifies and practices accepted safety procedures in manipulating science materials and equipment	Safety	Effective safety practices are essential to performing scientific investigations	
S.1.4	Actively engages in the learning process via hands-on/minds-on science activities and experiences. Uses appropriate tools to collect and analyze data and solve problems	Activities/Tools	Accepted methods, activities, processes, procedures, and tools are used to conduct scientific study	

Physical Science

S.1.5	Explains the role of vibrations in sound production. Demonstrates how vibrating rubber bands produce sound	Energy and Its Transformation Sound	Sound is produced by vibrations	Skills: Observation, Inference and Communication Assessment Recommendations: Verbal feedback and teacher observation
S.1.6	Compares and explores sounds made by different musical instruments	Energy and its Transformation Sound	Sound can be described in terms of its properties (pitch and intensity)	Skills: Observation, Inference, and Communication Assessment Recommendations: Teacher observation/checklist

342

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343

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.1.7	Describes and compares variation in sound, such as high, low, quiet, loud, harsh, pleasant and emergency. Produces sounds that vary in pitch and intensity and understands the meaning these have to humans. Compares and groups sounds or objects that make sounds	Energy and Its Transformation: Sound	Different materials will produce different sounds under varying conditions	Skills Observation, Classification, Inference, and Communication Assessment Recommendations Teacher observation/checklist
S.1.8	Differentiates between and identifies objects attracted by a magnet and those not attracted by a magnet	Energy and Its Transformation: Magnetism	Magnets can be used to make some things move without being touched	Skills Observation Assessment Recommendations Teacher observation/checklist
S.1.9	Shows the ability of magnets to attract and repel (paper clips, tacks) and to do so through materials such as paper, cloth, and glass.	Energy and Its Transformation: Magnetism	Magnets attract and repel various objects	Skills Observation, Classification, Experimentation and Record-keeping Assessment Recommendations Teacher observation/checklist
S.1.10	Predicts whether different materials will be attracted or repelled by a magnet, based on results of attraction and repulsion activities	Energy and Its Transformation: Magnetism	Magnets attract and repel various objects	Skills Observation, Experimentation, and Record-keeping Assessment Recommendations Teacher observation/checklist
Life Science				
S.1.11	Compares and describes different animals in the ways they look, grow, and move; such as tadpoles, caterpillars, kittens, puppies, colts, chicks, snakes, sharks, opossums and eagles	The Living World: Animals	Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another	Skills Observation and Communication Assessment Recommendations Sorts and explains pictures
S.1.12	Compares various animal groups and how they are alike and different. Identifies groups of animals that have similar characteristics and names the characteristics	The Living World: Animals	There is variation among individuals of one kind within a population	Skills Classification and Observation Assessment Recommendations Sorts pictures and/or animal models

344

345

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.1.13	Describes and compares characteristics of different animals such as coloration that enhance survival	The Living World: Animals	Different animals have external features that help them thrive in different kinds of places	Skills Observation, Communication, and Classification Assessment Recommendations Verbal feedback and portfolio pictures
S.1.14	Compares young animals with their parents and other types of young animals. Identifies and matches young animals with their parents	The Living World: Animals	Some offspring are very much like their parents, others are different	Skills Observation, Inference, and Communication Assessment Recommendations Verbal feedback and portfolio pictures

Earth/Space Science

S.1.15	Makes observations about weather. Records daily weather observations and changes as they relate to seasonal variations	Earth Processes: Climate	Weather and Climate	People can learn about weather and climate by careful observation	Skills Observation and Interpretation Assessment Recommendations Student interpretation of observations and collected data, portfolio, log, graphs
S.1.16	Investigates weather events and makes observations using related instruments. Investigates occurrences such as tornadoes, hurricanes, thunderstorms, droughts, showers, fog, and snow	Earth Processes: Climate	Weather and Climate	Events in nature have a repeating pattern. The weather changes from day to day, but things such as temperature and rain (or snow) tend to be high, low, or medium in the same months every year.	Skills Observation and Communication Assessment Recommendations Verbal description of the events
S.1.17	Compares and contrasts differences in weather by seasons. Constructs weather charts showing daily temperature, changes, precipitation, cloud cover and wind during different seasons	Earth Processes: Climate	Weather and Climate	Events in nature have a repeating pattern. The weather changes from day to day, but things such as temperature and rain (or snow) tend to be high, low, or medium in the same months every year.	Skills Observation, Record-keeping and Inference Assessment Recommendations Constructs and interprets charts and maps

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.1.18	Makes observations using simple weather-related instruments. Measures weather characteristics using thermometers, weather vanes and rain gauges.	Earth Processes: Weather and Climate	Tools such as thermometers or rain gauges enhance our understanding of the weather.	Skills Observation and Measurement Assessment Recommendations Demonstrates appropriate use of instruments.

348

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349



Georgia's Quality Core Curriculum

Social Studies Grade 1

Introduction to Social Studies Quality Core Curriculum K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

- refining content standards to clarify content and skills
- correlating content standards to appropriate core values
- building on concepts introduced at earlier stages of instruction
- providing content standards that are clearly measurable
- identifying civic responsibility, information processing, and problem-solving skills
- restructuring content for a more equitable grade-level distribution.

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

**Introduction to Social Studies
Quality Core Curriculum
First Grade**

Families and Cultures of North America

The focus of the first grade program is the study of North American families with a special emphasis on the United States. Other themes include wants and needs, transportation and communication, rules, citizenship responsibilities, and national symbols. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness in which content should be introduced and taught for effective student understanding and mastery at this level. Time and chronology as well as map and globe skills are introduced and developed within this structure.

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
Social Studies: Grade 1				

Civics

SS.1.1	Describes proper etiquette during the Pledge of Allegiance and "The Star Spangled Banner." (11)	Families and Cultures of North America	Citizenship	
SS.1.2	Describes the roles and responsibilities of members of various family units. (8)	Families and Cultures of North America	Families	
SS.1.3	Identifies the need for family and community rules. Recognizes that these rules may vary from culture to culture. (9)	Families and Cultures of North America	Citizenship	

Economics

SS.1.4	Compares how families of the United States, Canada and Mexico meet their basic needs and wants. (1)	Families and Cultures of North America	Basic Needs	
SS.1.5	Distinguishes between jobs that produce goods and jobs that perform services. (2)	Families and Cultures of North America	Interdependence	
SS.1.6	Distinguishes between producers and consumers. (3)	Families and Cultures of North America	Interdependence	
SS.1.7	Compares and contrasts modes of land, air and water transportation. Describes how modes of transportation link goods and consumers. (4)	Families and Cultures of North America	Transportation	
SS.1.8	Describes the differences between human resources (people at work) and natural resources (water, soil, wood, coal, etc.). (6)	Families and Cultures of North America	Resources	
SS.1.9	Describes how division of labor in families helps complete a task. (7)	Families and Cultures of North America	Resources	

358

359

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
Geography				
SS.1.10	Compares and contrasts a world map and a globe (15)	Families and Cultures of North America	Location	
SS.1.11	Identifies a compass rose as a directional tool (16)	Families and Cultures of North America	Location	Skills Uses a compass rose to locate and label North, South, East and West on a simple map
SS.1.12	Identifies an outline map of North America and the location of the United States, Canada, and Mexico (17)	Families and Cultures of North America	Location	Skills Names and locates Georgia, the United States, Canada, Mexico, and the Atlantic and Pacific Oceans
SS.1.13	Describes purpose of a map key (18)	Families and Cultures of North America	Location	
SS.1.14	Identifies pictorial symbols on maps such as symbols for a house, a school, a church and a road and nonpictorial symbols (e.g., dots used on maps to represent entire cities) (19)	Families and Cultures of North America	Location	Skills Uses map keys to read simple maps and constructs simple maps and develops map keys (e.g., the path to the lunchroom)
SS.1.15	Recognizes physical characteristics, including hills, mountains, continents, and islands as land forms, lakes, oceans, and rivers as bodies of water (20)	Families and Cultures of North America	Location	Skills Locates physical characteristics on maps
History				
SS.1.16	Compares the daily lives and customs such as birthdays and religious holidays of children in the United States with children in Canada and Mexico (10)	Families and Culture of North America	Culture	
SS.1.17	Compares and contrasts the flag of the United States with the flags from Canada and Mexico (11)	Families and Cultures of North America	Citizenship	

360

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361

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
SS.1.18	Identifies and describes familiar symbols of our country including Uncle Sam, the bald eagle, flag, and the Statue of Liberty. (12)	Families and Cultures of North America	Citizenship	
SS.1.19	Describes patriotic holidays and explains why they are celebrated (e.g., Presidents' Day, Martin Luther King Day, Memorial Day, Columbus Day and Flag Day). (13)	Families and Cultures of North America	Citizenship	
SS.1.20	Names the current president of the United States and identifies him/her as the leader of our country. (14)	Families and Cultures of North America	Citizenship	
SS.1.21	Identifies events as past, present and future. (21)	Families and Cultures of North America	Chronology	Skills Constructs timelines
SS.1.22	Identifies forms of communication including telephone, television, newspaper, computer and satellite. Recognizes that these forms of communication aid the transfer of ideas and information. (5)	Families and Cultures of North America	Communication	

362

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363



Georgia's Quality Core Curriculum

Health & Physical Education Grade 1

**Introduction to Health and Physical Education
Quality Core Curriculum
K-12**

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Health: Grade 1				

Alcohol, Tobacco & Other Drugs

H.1.1	Explains the importance of the safe and appropriate use of medicines and vitamins (e.g. adult supervision, proper dosage, proper storage and reading the expiration date)	Medicines (Safety Rules)
H.1.2	Recognizes that alcohol and tobacco products are drugs that harm the body in many ways	Effects
H.1.3	Knows reasons for not eating or drinking potentially dangerous substances provided by strangers or others	Poison (Safety Rules)

Disease Prevention

H.1.4	Explains that exercise strengthens bones and muscles	Exercise
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Growth and Development

H.1.5	Explains that personal health, nutrition and safety practices affect growth and development	Lifestyle
H.1.6	Identifies the parts and major functions of the skeletal and muscular systems	Skeletal & Muscular System
H.1.7	Relates how personal health practices (nutrition, rest, regular checkups and disease prevention) affect the functions of the skeletal and muscular systems	Lifestyle

Mental Health

H.1.8	Describes appropriate ways to handle disagreements without fighting	Conflict Resolution
H.1.9	Identifies conflict and causes of conflict (personal and interpersonal conflict)	Conflict Resolution

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
H.1.10	Distinguishes between fact & fiction in media representation of life events (e.g., violence, family and self-image)	Reality		
H.1.11	Explains what it means to be a friend	Friendship		
H.1.12	Demonstrates the ability to respect and cooperate with peers	Conflict Resolution		
Nutrition				
H.1.13	Recognizes the reasons people need variety, balance and moderation in selecting foods	Food Selection		
H.1.14	Classifies foods into appropriate food groups using the food guide pyramid	Food Guide Pyramid		
H.1.15	Explains the importance of a nutritious breakfast	Breakfast		
Personal Health				
H.1.16	Recognizes practices for proper dental hygiene	Dental Care		
H.1.17	Recognizes the importance of adequate rest, sleep and exercise	Habits		
H.1.18	Explains reasons for keeping clean and well groomed	Hygiene		
H.1.19	Recognizes the importance of regular health checkups	Checkups		
H.1.20	Recognizes that there are different kinds of germs that cause different sicknesses	Germs		
H.1.21	Describes how some sicknesses are passed from one person to another	Communicable Diseases		

370

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371

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Safety				
H.1.22	Demonstrates ways to prevent and respond to accidents in and around the home	Accident Prevention		
H.1.23	Demonstrates correct emergency procedures in response to natural disasters	Emergency Procedures		
H.1.24	Differentiates between safe and unsafe practices when riding in a car, riding a bicycle, playing on a playground, in aquatic environments or other outdoor environments	Accident Prevention		
H.1.25	Identifies threats to personal safety (e.g., child abuse, physical abuse, neglect and emotional abuse)	Violence Prevention		
H.1.26	Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor)	Resources		

372

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373

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Physical Education: Grade 1				
Elementary				
PE.1.1	Participates in developmentally appropriate health-related fitness activities	Physical Fitness	Health-Related	Skills: Heart/lung Flexibility Muscle Strength/endurance Assessment Recommendations: Teacher observation and checklist
PE.1.2	Identifies physiological signs (heart rate and breathing) of moderate physical activity	Physical Fitness	Health-Related	Skills: Identifying signs of physical activity Assessment Recommendations: Teacher observation and checklist, oral test
PE.1.3	Selects and participates in activities that require physical exertion	Physical Fitness	Health-Related	Skills: Participation in activities Assessment Recommendations: Teacher observation and checklist
PE.1.4	Demonstrates progress toward mature locomotor skills of walking, running, hopping, skipping, galloping, sliding, jumping, and leaping	Movement Concepts	Locomotor	Skills: Walking Running Hopping Skipping Galloping Sliding Jumping Leaping Assessment Recommendations: Teacher observation, video analysis, and peer observation

374

375

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
PE.1.5	Demonstrates progress toward mature nonlocomotor skills of bending, stretching, curling, twisting, turning, swinging, and swaying.	Movement Concepts	Nonlocomotor	Skills: Bending Stretching Curling Twisting Turning Swinging Swaying Assessment Recommendations: Teacher observation, video analysis, and peer observation
PE.1.6	Demonstrates progress toward mature manipulative skills of throwing, catching, kicking, and striking.	Movement Concepts	Manipulative	Skills: Throwing Catching Kicking Striking Assessment Recommendations: Teacher observation, video analysis, and peer observation
PE.1.7	Combines locomotor movements in time with rhythmic and spatial composition.	Movement Concepts	Rhythmic/Spatial Composition	Skills: Using locomotor skills Timing and rhythm Assessment Recommendations: Teacher observation, peer observation
PE.1.8	Demonstrates static balance with various body parts, shapes and bases.	Movement Competencies	Balance	Skills: Maintaining static balance Assessment Recommendations: Teacher observation, peer observation
PE.1.9	Applies concepts of spatial awareness and can change directions, levels, and pathways in general and personal space.	Movement Competencies	Space	Skills: Spatial awareness Assessment Recommendations: Teacher observation, peer observation

376

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377

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
PE.1.10	Demonstrates the body's relationship to objects, individuals, and groups when meeting/parting, mirroring/matching, leading/following, and moving over/under, behind, and alongside.	Movement Competencies	Relationships	Skills Spatial relationships Assessment Recommendations Teacher observation, peer observation
PE.1.11	Applies classroom rules, procedures, and safe practices.	Self-Management	Rules and Safety	Skills Following directions Using safe practices Assessment Recommendations Teacher observation, create rule book with pictures
PE.1.12	Works cooperatively with others. Shares equipment, takes turns, and follows directions.	Self-Management	Cooperation	Skills Cooperating Assessment Recommendations Teacher observation

378

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373



Georgia's Quality Core Curriculum

Fine Arts Grade 1

Introduction to Fine Arts Quality Core Curriculum K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts
- **Historical and Cultural Context**
Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context
- **Critical Analysis and Aesthetic Understanding**
Responding to the Fine Arts through critical analysis and aesthetic understanding
- **Connections**
Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

Introduction to Dance Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order*. Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. Elements of Movement includes aspects of *space, shape* and *force*. The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

Dance Glossary

Aesthetic criteria. Standards on which to make judgments about the artistic merit of a work of art.

Alignment. Proper body posture for dance.

Artistry. Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

Body shapes. The spatial contour the body makes such as curved, angular, twisted, or straight.

Centering. Using proper body alignment to maintain one's balance.

Choreographic structure. The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

Choreography. The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

Clarity. Execution of technical dance steps in a clear and concise manner.

Combination: Series of technical dance steps performed by the dancer.

Composition. Using combinations of movement or movement phrases to form a greater body of work.

Dynamics. The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

Energy. An element of dance; the force and quality of movement defined by the degree of impetus and effort.

General space. A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

Improvisation. Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

Kinesthetic awareness. The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

Levels. The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

Locomotor movement. Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

Movement quality. The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

Movement phrase. Dance sequences that have a sense of completion.

Movement theme. A complete idea in movement that is manipulated and developed within a dance.

Musicality: Ability to respond to a rhythm while moving.

Negative space. The empty or open space created when a shape is made by the body.

Nonlocomotor/axial movement. Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

Partnering. Leading, following, or mirroring someone.

Pathway. The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

Personal space. The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

Positive space. The filled space created by the body when a shape is made in space.

Rhythmic acuity. The kinesthetic, auditory recognition of, and response to various complex time elements.

Spatial concept. One's relationship to the space around them.

Style. A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

Time. An element of dance which measures tempo/speed and force/energy.

Technique. Refined physical skills pertaining to a particular style of dance.

Time. The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

Vibratory. Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

Warm-up. Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Dance: Grade 1				

Artistic Skills and Knowledge: Creating, Performing, Producing

FAD.1.1	Participates in developmental warm-up exercises	Training and Technique		
FAD.1.2	Participates in activities using principles of dance technique	Training and Technique		
FAD.1.3	Demonstrates nonlocomotor axial movement, such as bending, twisting, and swinging	Training and Technique		
FAD.1.4	Demonstrates locomotor movement, such as walking, running, and hopping, and concepts, such as transfer of weight and change direction	Elements of Dance		
FAD.1.5	Develops awareness of spatial concepts (e.g., personal space and general space)	Elements of Dance		
FAD.1.6	Creates shapes and level changes through movement	Elements of Dance		
FAD.1.7	Demonstrates awareness of force (energy) (e.g., smooth, sharp, tight, loose, and vibratory)	Elements of Dance		
FAD.1.8	Demonstrates the ability to move in various directions and patterns	Elements of Dance		
FAD.1.9	Responds to steady beat or changes in tempo through movement	Training and Technique		
FAD.1.10	Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness	Composition		
FAD.1.11	Acquires skills in basic movements using props, such as streamers, scarves, and hoops	Composition		

394

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395

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAD.1.12	Demonstrates the ability to work with a partner	Training and Technique		
FAD.1.13	Develops self-discipline and positive work habits through dance	Training and Technique		
FAD.1.14	Explains how health and nutrition enhance dance ability	Dance Wellness		
Connections				
FAD.1.15	Relates dance to other subject areas	Interdisciplinary		
Critical Analysis and Aesthetic Understanding				
FAD.1.16	Develops the ability to describe one's own dance as well as another's dance	Criticism		
FAD.1.17	Identifies within a dance sequence a beginning, middle, and end	Criticism		
FAD.1.18	Identifies various approaches to solving a compositional question	Criticism		
FAD.1.19	Implements various approaches to solving a compositional question	Composition		
FAD.1.20	Recognizes dance as a means of communication, expression, and interaction	Criticism		
FAD.1.21	Describes, compares, and contrasts movement and dances	Criticism		
Historical and Cultural Context				
FAD.1.22	Participates in dance activities representing a variety of cultures	Multicultural		

396

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397

Introduction to Music Quality Core Curriculum K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

Music Glossary

Articulation. In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Body percussion. Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

Classroom instruments. Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

Competency level. Proficiency level corresponding with the musical ability of the student.

Cultural. The customs and/or beliefs of a racial, religious, or social group.

Chording instruments. Instruments which enable the performer to sound chords.

Dynamic levels, dynamics. Degrees of loudness.

Developmentally appropriate. The instructional level at which students may most effectively assimilate new information.

Elements of music. Pitch, rhythm, harmony, dynamics, timbre, texture, form.

Environmental sounds. Sounds that naturally occur or which can be produced from materials found in the environment.

Expressive qualities. Any articulation, dynamic, or tempo marking used to interpret music.

Ethnic music. Musical forms or styles indigenous to a specific culture.

Folk source. Identification of a specific genre.

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Formal structure. See *Form*.

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation. The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

Line notation. Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

Meter signature / time signature. An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

Media. Written, visual, audible, and technological resources.

Musical heritage. Knowledge of historical and cultural backgrounds.

Ostinato. Short musical patterns that are repeated persistently through some composition.

Pre-notation symbols. Line notation of rhythm and/or melody.

Style. The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre. The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality. The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

Technique. The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

Technology. A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

Texture. The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Music: General Music: Grade 1				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAM(GM).1.1	Identifies and names contrasts in music: long-short, beat-no beat, loud-soft, fast-slow, high-low, upward-downward, and accompaniment-no accompaniment	Listening Skills	Expressive Qualities, Rhythm, Melody, Timbre, and Notation	
FAM(GM).1.2	Distinguishes between repeating and contrasting sections and phrases in music	Listening Skills	Form	
FAM(GM).1.3	Identifies the sounds of percussive and melodic classroom instruments	Listening Skills	Timbre and Expressive Qualities	
FAM(GM).1.4	Participates in group singing of rote songs	Performance Skills	Melody and Expressive Qualities	
FAM(GM).1.5	Performs with increasing accuracy in pitch and tone quality by singing developmentally appropriate songs	Performance Skills	Melody and Expressive Qualities	
FAM(GM).1.6	Demonstrates awareness of steady beat through playing an instrument	Performance skills	Rhythm	
FAM(GM).1.7	Plays simple high-low or upward-downward patterns on melodic instruments	Performance Skills	Melody and Rhythm	
FAM(GM).1.8	Create new texts for familiar songs	Creative Skills	Expressive Qualities	
FAM(GM).1.9	Moves expressively to music	Performance Skills	Expressive Qualities	
FAM(GM).1.10	Selects and adds simple vocal and percussive sounds to songs, poems, and stories	Creative Skills	Timbre and Expressive Qualities	
FAM(GM).1.11	Distinguishes among specific vocal timbres (male, female and children)	Listening Skills	Timbre	
FAM(GM).1.12	Identifies classroom, folk, and orchestral instruments	Listening Skills	Timbre	

408

409

Wednesday, December 17, 1997

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188

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(GM).1.13	Identifies prenotation symbols such as line notation and stick notation.	Knowledge	Notation, Melody, and Rhythm	
FAM(GM).1.14	Demonstrates growth in knowledge of music vocabulary appropriate to the level	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(GM).1.15	Creates simple accompaniments using body percussion or classroom instruments.	Creative Skills	Timbre, Expressive Qualities and Rhythm	

Connections

FAM(GM).1.16	Participates in song stories, singing games, and musical dramatizations.	Appreciation	Expressive Qualities, Melody and Musical Heritage	
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Historical and Cultural Context

FAM(GM).1.17	Responds to music through listening, moving, singing, and playing instruments.	Performance Skills	Rhythm, Melody, Harmony, Form, and Expressive Qualities	
FAM(GM).1.18	Participates in musical activities representing a variety of cultures, focusing on stylistic concepts.	Appreciation	Musical Heritage and Expressive Qualities	

410

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411

Introduction to Theatre Quality Core Curriculum K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

Theatre Glossary

Aesthetic criteria. Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aural. Physical element involving listening.

Drama. A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Electronic media, Dramatic media. Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

Ensemble. Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

Environment. Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Front of house. The box office and lobby.

House. Commonly defined as the area in which the audience is seated.

Improvise. To spontaneously use movement and speech to create a character or object in a particular situation.

"In character." Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

Kinetic. Physical element involving movements of the body.

Motivation. The actor's reason for doing or saying something.

Oral. Physical element involving the use of the voice.

Pitch. The highness or lowness of one's voice.

Properties (Props). Any object used by actors to enhance character portrayal.

Sensory recall. To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

Tempo. The speed at which someone talks or the pace of production.

Theater. The place that is the setting for dramatic performances.

Theatre. The imitation/representation of life, performed for other people; the performance of dramatic literature.

Three dimensional character. A character that has a variety of emotions, strengths, and weaknesses.

Tone. The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

Underrepresented artist. Those who work in nontraditional art forms.

Visual. Physical element involving sight.

**Introduction to Theatre
Quality Core Curriculum
K-2**

Because students at this age should celebrate the true joy of experiential theatre learning, the QCC contains many content standards in which students are actively and physically involved in the creative process. Students are exposed to theatre through a creative dramatics approach in which material can be drawn from literature, art, music, current events, or other content areas. Much instruction in these grades is designed as group process and vocal response. The process work becomes formalized in the second grade as the creative dramatic process mirrors the language arts' writing process, reinforcing interdisciplinary connections.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Theatre Arts: Grade 1				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FATA.1.1	Demonstrates behaviors needed to participate in drama activities	Artistic Discipline	Personal Responsibility	
FATA.1.2	Demonstrates cooperative group behavior in drama activities	Artistic Discipline	Teamwork and Collaboration	
FATA.1.3	Names the basic elements of drama—who, where, when, what, and why	Scripting	Dramatic Elements	
FATA.1.4	Plans simple drama through group verbal interaction	Scripting	Writing Process	
FATA.1.5	Describes objects and experiences using details from the five senses	Acting	Sensory Awareness	
FATA.1.6	Creates imaginary objects and environments in drama activities	Acting	Imagination	
FATA.1.7	Uses movement to communicate thought, feeling, and role	Acting	Body Movement	
FATA.1.8	Differentiates between audience space and playing space	Acting	Stage Movement	
FATA.1.9	Uses voice, speech, and language to express thought, feeling, and role	Acting	Voice, Speech, and Language	
FATA.1.10	Assumes a variety of roles in dramatizing fantasy and real-life situations	Acting	Characterization	
FATA.1.11	Locates and uses found or designated objects for props, costumes, and sets in drama activities	Technical Theater	Design/Production	
FATA.1.12	Selects stories and other stimuli to use as a basis for drama activities	Research	Resources	

420

421

Wednesday, December 17, 1997

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.1.13	Participates in and communicates through the creative drama process in a group setting PRE-PLAYING -Participates in warm-up activities -Generates ideas about story, topic or theme PREPARATION -Listens to story and discusses ideas -Determines drama elements - who, when, where, and what, sequence of actions PLAYING -Assumes roles in drama EVALUATION/REFLECTION -Critiques playing -Discusses meaning REPLAY -Builds on suggestions -Enhances with simple technical elements SHARING -Shares drama with an audience	Creating Theatre	Process	
FATA.1.14	Dramatizes literature and ideas using a variety of forms including story drama, pantomime, puppetry, and choral speaking	Creating Theatre	Dramatic Form	
FATA.1.15	Describes the role of the audience.	Presentation	Role of Audience	
FATA.1.16	Demonstrates awareness of and uses school, community, and professional resources for theatre experiences	Presentation	Awareness	
Connections				
FATA.1.17	Uses other disciplines such as social studies, language arts, foreign languages, physical education, and science for ideas for drama	Connecting	Other Disciplines	
FATA.1.18	Identifies art forms of dance, music, visual arts, and film/TV	Connecting	Other Arts	
FATA.1.19	Dramatizes ideas, concepts, and events based on the Social Studies curriculum topic Families and Cultures of North America	Connecting	Other Disciplines	

422

423

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Critical Analysis and Aesthetic Understanding

FATA.1.20	Recalls and states details from dramatic presentations	Dramatic Presentations	Evaluation	
FATA.1.21	Discusses how classroom drama activities relate to students' own lives	Presentation	Interpretation	

Historical and Cultural Context

FATA.1.22	Identifies facts about different cultures through enacting stories from various parts of the world	Multicultural/ Social Heritage		
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424

425

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Introduction to Visual Arts Quality Core Curriculum K-12

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

Art History: Historical and Cultural Context

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

Interdisciplinary Connections

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

Visual Arts Glossary

Abstract. Generalized art which retains the essence or characteristics of a recognizable subject or object.

Additive sculpture. Modeling a sculpture by adding materials to it until the desired effect is maintained.

Aerial perspective. The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

Aesthetics. A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

Airbrush. Atomizer operated by compressed air used for spraying paint.

Analogous. Three colors that are next to each other on a color wheel and which have a common hue.

Analysis. Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

Animation. The illusion of movement caused by successive presentations of inanimate objects in rapid order.

Architecture. The art of designing and planning the construction of buildings, cities, and/or bridges.

Art history. A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

Arts disciplines. Studies which include dance, music, theatre, and visual arts.

Assess. To analyze and determine the nature and quality of achievement through means appropriate to the subject.

Asymmetrical balance. An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

Aural. Art that incorporates sound.

Background. The part of the picture plane that seems to be farthest from the viewer.

Balance. A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

Batik. A system of dyeing fabric in which selected areas are protected from the dye with wax.

Biomorphic. See organic.

Calligraphy. The art of lettering.

Ceramics. Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

Collage. A collection of materials arranged for a composition or design on a flat surface.

Color. A visually perceived hue.

Color scheme. Plan for organizing color.

Complementary. Colors opposite each other on a color wheel that contrast with each other.

Composition. The way in which the parts of an artwork are put together or organized.

Content. Message the artist is trying to communicate in a work of art.

Context. A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

Contour. Interior and exterior edges of objects.

Contour line. A line that follows the edges or edge of a shape or form.

Contrast. Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

Cool colors. Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

Create. To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Critical process. Description, analysis, interpretation, and evaluation used in discussing artworks.

Criticism. Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

Critique. To review, analyze, and discuss works of art.

Cross cultural. Art across cultures (intercultural).

Culture. Behaviors, customs, ideas, and skills of a distinct group of people.

Dominance. A principle of design where one element is emphasized.

Edition. A set number of productions of a work of art.

Elements of design. Line, shape, form, color, space, texture, and value.

Emphasis. A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

Enameling. The process of firing special powder or enamel pigments on copper or silver in a kiln.

Ethnic art. Art inspired by a specific culture.

Exhibitions. An organized display of works of art.

Explore. A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

Expression. A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Fiber arts. Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

Folk art. A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

Foreground. The space which appears to be closest to the viewer.

Form. 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

Free-flowing (Free-form). Any curvilinear, asymmetrical shape not bound by hard edges.

Functional art. Art designed for a certain purpose.

Functions (and purposes) of art. Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

Geometric form. Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

Geometric shapes. Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

Glazing. A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

Gradation. A gradual smooth change from light to dark, rough to smooth, or one color to another.

Graphic design. A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

Handbuilding. A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

Harmony. The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

Horizon line. The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

Hue. The name of a color.

Illustration. A work of art that usually seeks to join visual and discursive information for the purposes of communication.

Intensity. The brightness (purity) or dullness of a color, also known as chroma.

Intermediate colors (Tertiary). A color made by mixing a primary color with a secondary color.

Jewelry. A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

Kinetic. Art designed to move by natural or man-made forces.

Line. An uninterrupted actual mark or implied direction going from one point to another.

Linear perspective. Showing depth and distance in a picture with converging lines.

Maquettes. A small sculpture made as a preliminary model.

Materials. Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

Media. Broad categories for grouping works of visual art according to the art materials used.

Media arts. Art forms that deal with electronic technologies.

Middle ground. A term used to define a level surface behind the foreground and in front of the background.

Mixed media. The use of different materials in the same work of art.

Model or modeling. To shape or build up with malleable media.

Monochromatic. Uses only one hue and variations obtained from its tints, shades, and tones.

Montage. A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

Mosaic. A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

Motif. A recurring element, subject, or theme in works of art.

Movement. A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

Movements (arts). Refers to an historical or cultural period when certain styles became prevalent.

Multi-cultural. Refers to more than one culture.

Negative space. The space around and through a shape or object.

Neutral colors. Colors formed by mixing complementary colors on the color wheel.

Non-objective. Shapes/forms created with no regard to an identifiable subject or object.

One-point perspective. A system of creating the illusion of space in the picture plane using one vanishing point.

Organic form. Three-dimensional free-flowing shapes found in nature.

Organic shape. Two-dimensional or flat free-flowing shapes found in nature.

Origami. The art of Oriental paper folding.

Papier Maché. A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

Pattern. Repetition of a motif involving line, shape, color, value, or space in a composition.

Perception. Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Perspective. The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

Photogram. A process in which light-sensitive paper is exposed with objects to create positive and negative space.

Photography. The technique of capturing optical images on light sensitive surfaces.

Pin hole camera. A hand made camera using a pin hole opening to expose the film to light.

Pointillism. A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

Portfolio. A comprehensive collection of student work.

Positive space. The space in a composition occupied by the subject or objects.

Primary colors. Red, yellow, blue.

Principles of design. Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

Printmaking. The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

Process. A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

Proportion. Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult $7\frac{1}{2}$ heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.
- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

Radial balance. Type of balance in which forces or elements of a design come out from a central point.

Realism. A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

Repetition. A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

Rhythm. Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

Scale. Proportion.

Sculpture. Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

Secondary colors. Colors created by mixing two primary colors; orange, green, and violet.

Self-portrait. A rendering of the artist's own likeness.

Shade. A color with black added to it to change color value.

Shading. Gradation of tone or filling in areas through shadows.

Shape. Any two-dimensional area defined by line, color, tones, or edges.

Space. A perceived area or surface.

Spatial. Of, or existing, in space.

Split-complementary colors. A color and the two colors on either side of its complement on the color wheel.

Stained glass. Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

Structures. Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

Style. An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

Subtractive sculpture. Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

Symbol. Something that stands for, or represents, something else.

Synthesis. Combining of parts into a whole.

Tactile. Appealing to the sense of touch.

Techniques. Specific methods or procedures used in a larger process; for example, graduation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

Technologies. Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

Temporal. Worldly; or time; art enduring for a time.

Tertiary. The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

Texture. The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

Theme. A subject or topic in artwork.

Three-dimensional form. Objects which have height, width, and depth.

Thumbnail sketches. Small drawings used to develop an idea or composition.

Timeline. Chart showing the chronological progression of art history.

Tint. A color with white added to raise or lighten its value.

Tone. Changes in intensity.

Triadic. The colors found on the color wheel which form an equilateral triangle.

Two-dimensional. Flat area having height and width but no actual depth.

Two-point perspective. Perspective viewed when an object is observed from an angle. There are two vanishing points.

Unity. A principle of design referring to the arrangement of a work in which all parts seem interrelated.

Value. The element of art that refers to the lightness or darkness of an object or color.

Value scale. Gradation of dark to light usually made on a scale of 1-10.

Variety. A principle of design concerned with difference or contrast.

Visual art. A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Warm colors. Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

VISUAL ARTS CONTENT MATRIX, GRADE K-5

Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
SUBJECTS/THEMES	Animals Farms People Zoo Food Weather Plants Clothing Literature Transportation Artists in Community My Family At Play National Symbols Customs of Holidays Vacation My Neighborhood Real & Make Believe Community Helpers Self-awareness Habitats Communication Modes	Celebrations Imagination Family Units and Family Members Jobs/Responsibilities Artists in Community Community Buildings American Citizens Community Helpers Machines Help People Lights & Shadows Weather & Seasons Celestial Objects Animals, Plant Parts Movement and Energy Literature (Stories)	Symmetry, Patterns Light and Shadow, Sun Landscapes: Rock/Soil Weather By Seasons Plant/Animal Habitats Literature (Stories) Native Americans Colonists and Early American Settlers Communities Long Ago And Today People Playing Music Instruments Symbols Famous People Folk Games Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ Who Makes Art?	Shapes and Solids Same Size, Shape, But Different Position Measurement Simple Machines Shadow Changes Earth's Surface: Volcanoes, Erosion, Earthquakes Changes that Occur With Time Local Community History: Urban, Suburban and Rural Communities Symbols/Observances of American Heritage Native Americans	Architecture: Solid Figures Earth Materials and Features Adaptation of Plants and Animals to Their Environment Seascapes in Art Forest, Desert, Plains, Mountain Landscapes Climate People: Different and Similar Georgia History and Geography Famous People Still Lives	Westward Expansion American Revolutionary War World War I and World War II Eras Art and Technology Industrialization Immigrants Art of Canada Literature (stories, poems): Emotions Ratio and Percent Properties of Planes and Solids Measure (Angles) Big Ideas in Art
ELEMENTS OF ART	Colors: Red, Yellow, Blue, Orange, Violet, Green, Black, Brown, Gray, White (Pigment colors); Lines: Shapes: Geometric & Organic; Forms: Textures: Patterns	Colors: Primary and Secondary; Lines: Outlines, Edges; Shapes: Geometric and Organic; Form: Not Flat; Space: Positive and Negative; Textures: Sight and Touch, Overlapping; Shapes; Patterns; Organizing By Size and Shape	Colors: Warm and Cool, Tints and Shades; Lines: Horizontal; Vertical and Diagonal; Shapes: Overlapping, Size and Placement; Form: Geometric Solids; Space: 2-D Shapes and 3-D; Forms; Balance: Symmetry and Radial; Movement and Rhythm	Colors: Intermediate, Values; Lines: Expressive, Descriptive and Directional (parallel); Textures: Implied and Actual; Space: Fore-ground, Middleground and Background; Balance: Symmetrical and Asymmetrical; Center of Interest/Emphasis	Colors: Hues, Value, Intensity, Neutrals, and Complementary; Shapes and Space: Positive and Negative; Space: Overlapping, Placement (Scale), Color Intensity, Detail; Movement: Point of View; Lines: Different Functions; Contrast	Colors: Analogous, Complementary and Monochromatic; Form: Open/Closed; Linear Perspective; Proportion; Contrast Lines, Shapes, Space, Forms, Textures
ART MATERIALS	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Clay, Paper, Fibers, Wood, Mixed Media, Technology, Watercolors, Inks	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors, Papier-mâché	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Jewelry, Technology, Inks, Watercolors, Papier-mâché	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks

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Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ART TECHNIQUES	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliqué
ART PRODUCTS	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Architecture, Rubbings, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Puppets, Architecture, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Paintings, Weavings, Stitcheries, Architecture, Puppets, Computer Art, Landscapes, Banners, Quilts, Logos, Designs, Mosaics, Sculptures	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Weavings, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Paintings, Landscapes, Quilts, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Collagraph Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Computer Art, Paintings, Mosaics, Landscapes, Quilts, Seascapes, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Paintings, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Quilts, Collagraphs
FUNCTIONS OF ART	Self-expression Symbols of Nationhood (Flag)	Self-expression Habitation	Self-expression Celebration Contribution to Play and Recreation	Self-expression Depiction of Historical Event, People and Times Cultural Values and Beliefs	Self-expression Habitation Utilitarian Depiction of Event, People, and times	Self-expression Symbols of Affiliation Communication Realism Emotionalism/ Expressionism Structuralism/ Formalism
STYLES OF ART			Early American Art Colonial Art Native American Art Representational Art	Colonial Art Early American Art Native American Art Non-Western Art	Native American Art Colonial Art Non-Western Art	American Art of the West Art of North American (Canada) and Europe Representational Art

**Introduction to Visual Arts
Quality Core Curriculum
Elementary School Art**

At the elementary level, the visual arts program is designed to build concepts, skills, knowledge, and aesthetic awareness corresponding to the development and maturation of the young child. The curriculum builds observation skills and encourages exploration of imagination. The student learns to make choices that enhance communication of his or her ideas. Students learn to coordinate their hands and minds in explorations through the manipulation of various tools, processes, and media. New techniques, approaches, and habits for applying knowledge and skills are developed. Cognitively, students develop a sense of history, including an ability to value art created by different cultures. Through critical analysis of their own work and that of other artists, students learn to interpret the meaning of artwork and to judge its purpose and value. Exposing students to technology will give them the opportunity to synthesize art skills and problem-solving skills with technological advances. At this level students begin to understand the meaning and impact of the visual world in which they live.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Fine Arts: Visual Arts: Grade 1

Artistic Skills and Knowledge: Creating, Performing, Producing

FAVA.1.1	Mixes primary colors to create secondary colors	Art Production	Color	
FAVA.1.2	Creates artworks (e.g., drawings, paintings, pottery, sculptures, prints, fiber arts, and mixed media art) emphasizing one or more art elements (e.g., color, line, shape, form, texture) and the principle of repetition (pattern)	Art Production	Creative Expression Through Art	
FAVA.1.3	Uses a variety of art materials and techniques to model, construct, and compose original artworks. (See Introduction Matrix)	Art Production	Three-dimensional Qualities	
FAVA.1.4	Uses imagination and immediate environment, including family, home, and surroundings, as sources for ideas	Art Production	Subjects/Themes	
FAVA.1.5	Demonstrates proper care and safe use of art materials and tools	Art Production	Maintenance and Safety	

Connections

FAVA.1.6	Applies and compares the concepts of pattern from other disciplines, such as pattern in music, dance, mathematics, and poetry	Interdisciplinary	Other Subject Relationships	
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Critical Analysis and Aesthetic Understanding

FAVA.1.7	Recognizes and differentiates between primary and secondary colors	Criticism	Color	
FAVA.1.8	Identifies lines as outlines or edges of shapes and forms	Criticism	Line	
FAVA.1.9	Differentiates between geometric shapes and organic shapes	Criticism	Shape	
FAVA.1.10	Identifies shapes as flat and forms as not flat	Criticism	Shape & Form	

Wednesday, December 17, 1997

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAVA.1.11	Recognizes positive and negative space	Criticism	Space	
FAVA.1.12	Differentiates textures by sight and by touch	Criticism	Texture	
FAVA.1.13	Recognizes how artists overlap shapes to create a sense of depth	Criticism	Spatial Technique	
FAVA.1.14	Identifies and describes patterns as repetition of colors, lines, shapes, or textures	Criticism	Pattern	
FAVA.1.15	Distinguishes between natural objects and objects made by people	Criticism	Natural & Human-Made	
FAVA.1.16	Uses art terms (elements of art) to describe differences in two artworks of similar subjects	Criticism	Vocabulary	
FAVA.1.17	Describes feelings in response to looking at artworks	Aesthetics	Expressive Qualities	
FAVA.1.18	Talks about how art is different from other things	Aesthetics	Aesthetic Perception	
FAVA.1.19	Examines and judges artworks based on clues within the artworks	Aesthetics	Aesthetic Perception	

Historical and Cultural Context

FAVA.1.20	Examines common subjects and themes in selected artworks from different cultures, such as the world of play, foods, costumes, celebrations, communities, and nature	Art History	Culture	
FAVA.1.21	Recognizes ways that artists are involved in communities (e.g., architects, painters, photographers, window designers, educators, and docents)	Art History	Artist's Role in Community	
FAVA.1.22	Recognizes and associates selected artists with their individual works	Art History	Artistic Style	

460

461

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Georgia's Quality Core Curriculum

Grade 2

462

463



Georgia's Quality Core Curriculum

Language Arts Grade 2

Introduction to Language Arts Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

Introduction to Language Arts Quality Core Curriculum K-5

The major goal of the K-5 Language Arts QCC revision team was to promote higher academic achievement of Georgia students by improving their literacy and communication skills. The K-5 Language Arts team consisted of a cross-section of educators throughout Georgia including classroom teachers, curriculum specialists and a parent representative. State Department of Education personnel facilitated the process.

The focus of the revision was to make the QCC more readable and understandable; to make the standards clear, concise and sequential; and to assure that the standards are measurable. To revise the original QCC document, team members researched proven practices in language arts, standards and benchmarks from other states, objectives for nationally normed language arts tests and criteria for the Georgia writing assessment. Representing a wide array of philosophies, the team reached consensus, and a stronger, more balanced curriculum resulted.

The QCC revision process established more rigorous academic standards and identified content knowledge and skills that Georgia students must possess to be productive citizens.

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and speaks in informal conversations with peers and adults.	*									
Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.		*	*	*	*	*	*	*	*	*
Listens to a variety of literary forms, including stories and poems.	*	*	*							
Listens and responds to a variety of literary forms.				*	*					
Listens and responds to a variety of literary forms including prose, poetry, and drama.						*	*	*	*	*
Follows one- and two-part oral directions.	*									
Follows two- and three-part oral directions.		*								
Follows three-part oral directions.			*							
Follows multiple oral directions.				*	*	*				
Follows oral directions and asks questions for clarification.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Repeats auditory sequences: letters, words, numbers, and rhythmic patterns.	*									
Recognizes rhyming words.	*									
Recites short poems, rhymes, songs, and stories with repeated patterns.	*									
Participates in choral speaking and creative drama.	*									
Recalls information presented orally.		*								
Recalls and interprets information presented orally.			*							
Uses oral language for different purposes: to inform, to persuade, and to entertain.			*	*	*	*	*	*	*	
Recalls, interprets, and summarizes information presented orally.				*	*	*	*	*	*	*
Delivers a planned oral presentation.						*	*	*	*	
Adjusts manner and style of speaking to suit an audience and situation.						*	*	*	*	

472

* Standards will be reinforced as necessary each subsequent year

473

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Speaks so others can hear and understand.										*
Defends conclusions rationally.										*
Paraphrases and discusses information.						*	*	*	*	*
Summarizes and/or records orally presented information.						*	*	*	*	*
Interprets the meaning of questions in order to give an appropriate response.		*								
Responds to questions on orally presented materials.			*							
Responds appropriately to various types of questions on orally presented material.				*						
Responds to literal, inferential, and evaluative questions on orally presented material.					*	*	*	*	*	*
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

474

* Standards will be reinforced as necessary each subsequent year

475

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Communicates effectively when using descriptive language, relating experiences, and retelling stories.	*									
Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.		*	*	*	*	*	*	*	*	*
Uses a variety of language patterns and sentence structures.		*	*							
Uses increasingly complex sentence structures in oral communication.			*	*	*	*				
Determines the literal and figurative meaning of words.					*	*				
Demonstrates an understanding of words and ideas when heard in context.	*									
Determines the meaning of a word based on how it is used in an orally presented sentence.			*	*	*					
Adjust manner and style of speaking to suit an audience and situation.						*	*	*	*	*

476

* Standards will be reinforced as necessary each subsequent year

477

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses grade/age appropriate standard American English when communicating orally.			*	*	*	*				
Paraphrases and discusses information.						*	*	*	*	
Begins to discriminate between spoken words and sentences.	*									
Summarizes and/or records orally presented information.							*	*	*	
Blends sounds orally to make words.	*	*	*	*						
Divides words into syllables.		*	*	*						
Participates in oral presentations.							*	*	*	*
Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions.							*	*	*	
Develops awareness of nonverbal communication such as gestures, body language, and facial expressions.							*	*	*	*
Uses standard conventions of American English in appropriate settings.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and responds to various language patterns and literary forms including regional examples (dialect).							*	*	*	
Responds to literal, inferential, and critical questions.							*	*	*	*
Determines the denotative and connotative meanings of words in oral context.							*	*	*	*
Records orally presented information (note-taking).							*	*	*	*
Critically responds to various media. Evaluates messages and effect of mass media.							*	*	*	*

• Standards will be reinforced as necessary each subsequent year

481

480

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes own name in print.	*									
Recognizes words in familiar contexts.	*									
Recognizes common signs and logos.	*									
Holds print materials in correct position.	*									
Demonstrates left-to-right and top-to-bottom progression.	*									
Discriminates visual similarities and differences in words.	*									
Distinguishes between written letters, words, and sentences.	*									
Identifies upper- and lower-case letters of the alphabet out of sequence.	*									
Associates sounds with letters.	*									
Verbalizes consonant sound when shown the consonant letter.	*									
Recognizes rhyming words (e.g., CVC words, word families, etc.).	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads selected sight words.	*									
Recalls orally a series of three visually presented items.	*									
Uses words that signal sequence relationships such as first, next, and last.	*									
Classifies by characteristics such as color, size, shape, structure, and function.	*									
Sequences pictures to tell a story.	*									
Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes.	*									
Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings.	*									
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.		*								
Classifies and categorizes words into sets and groups with common characteristics.		*	*	*	*	*	*	*	*	
Follows written directions.			*	*	*	*	*	*	*	*
Reads a variety of materials for information and pleasure.			*	*	*	*	*	*	*	*
Reads for a variety of purposes in different kinds of texts.				*	*	*	*	*	*	*
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.		*								
Using beginning, medial, and ending consonants to orally decode one and two syllable words.		*								
Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words.		*								
Using consonant blends and diagraphs to orally decode one- and two-syllable words.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.			*	*	*	*				
Using beginning, medial, and ending consonants to orally decode words.			*	*	*	*				
Using short, long, and "r" controlled vowel sounds to orally decode words.			*	*	*	*				
Using consonant blends, digraphs, and diphthongs to orally decode words.			*	*	*	*				
Uses word order and sentence structure to read. (Syntax-"Does it sound right?")		*	*	*	*	*	*	*	*	
Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")		*								
Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")			*	*	*	*	*	*	*	*
Increases existing sight vocabulary (instant recognition).		*	*	*	*	*	*	*	*	*

483

* Standards will be reinforced as necessary each subsequent year

483

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.		*	*	*	*	*	*	*	*	
Reads with fluency and expression.		*	*	*	*	*	*	*	*	*
Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Identifies the main characters.		*	*	*	*					
Identifies the characters' actions, motives, emotions, traits, and feelings.		*	*	*	*	*				
Draws conclusions and makes predictions and comparisons.		*	*							
Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.				*	*	*	*	*	*	*

490

- Standards will be reinforced as necessary each subsequent year

491

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.		*	*	*	*	*	*	*	*	*
Distinguishes between fact and opinion.					*	*	*	*	*	*
Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*	*	*	*	*
Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."		*	*	*	*	*				
Uses knowledge of root words, prefixes, and suffixes in word recognition.		*	*	*	*	*	*	*	*	*
Recognizes simple word opposites.	*	*	*							
Uses knowledge of synonyms, antonyms, and homophones when reading.				*	*	*	*	*	*	
Identifies story development, author's purpose, and point of view.						*	*	*	*	*

492

* Standards will be reinforced as necessary each subsequent year

493

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses context clues to determine meaning of unknown words.							*	*	*	*
Adjusts reading speed according to purpose and rereads for comprehension.							*	*	*	*
Recognizes persuasion techniques in propaganda and advertising.							*	*	*	*

494

495

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4_	5	6	7	8	9_12
Experiences traditional and contemporary literature through a variety of media.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and evaluative questions about literature.	*	*	*	*	*	*	*	*	*	*
Responds appropriately to questions about author's purpose, techniques, character development, and plot structure.					*	*	*	*	*	*
Demonstrates an interest in various types of self-selected literature through daily reading.		*	*	*	*	*	*	*	*	*
Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*				
Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths).							*	*	*	*
Discriminates between realism and fantasy.		*	*	*						
Distinguishes between fact and opinion.					*	*	*	*	*	*

496

* Standards will be reinforced as necessary each subsequent year

497

230

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes cultural diversity represented in literature.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and critical questions about literature.							*	*	*	*
Recognizes bias and stereotypes.							*	*	*	*
Recognizes relevance of data.							*	*	*	*
Interprets written instructions and other directive information.							*	*	*	*
Applies reading strategies to specific content and subject matter.							*	*	*	*
Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.							*	*	*	*
Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.).							*	*	*	*
Experiences traditional and contemporary literature through a variety of media.							*	*	*	*

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes writer's purpose in fiction and nonfiction.							*	*	*	*
Recognizes cultures and values represented in literature.							*	*	*	*
Recognizes that literature reflects human experience.							*	*	*	*
Responds creatively to literature, drama, art, and multimedia projects.							*	*	*	*
Identifies and chooses literature according to personal interests.							*	*	*	*

501

* Standards will be reinforced as necessary each subsequent year

500

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Dictates information for experience stories.	*									
Uses examples from literature to create individual and group stories.	*	*	*	*	*	*	*	*	*	
Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	*									
Uses correct spelling for frequently used sight vocabulary.		*	*	*	*	*	*	*	*	*
Uses learned phonetic strategies to spell correctly.		*	*	*	*	*				
Writes a minimum of three sentences about a topic.		*	*							
Writes a short paragraph about a topic.				*						
Writes selections (compositions) of three or more paragraphs about a topic.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words.		*	*							
Writes about self-selected topics.				*	*	*	*	*	*	*
Writes in a variety of genres to produce paragraphs and compositions:										
Personal narratives				*	*	*	*	*	*	*
Imaginative stories				*	*	*	*	*	*	*
Responses to literature				*	*	*	*	*	*	*
Content area pieces				*	*	*	*	*	*	*
Correspondence (including writing letters and addressing envelopes).			*	*	*	*	*	*	*	*
Expository Pieces						*	*	*	*	*
Persuasive Pieces							*	*	*	*
Applies correct principles of grammar:										
Writes complete sentences			*							*
Uses correct capital letters			*							*
Uses correct punctuation			*							*
Applies correct rules of usage and expression.			*							*
Applies correct principles of grammar, parts of speech, usage, and mechanics:										
Writes complete sentences				*						*
Uses correct capitalization and punctuation				*						*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses correct word structure				*						*
Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory				*						
Identifies the parts of a sentence in various sentence patterns (simple subject and predicate).				*						
Forms singular, plural, and possessive nouns.				*						
Applies standard conventions of American English in subject-verb agreement				*						*
Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences				*						
Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.)					*	*	*	*	*	*
Communicates ideas by using the writing process:										
PREWRITING										
Generates ideas		*	*	*	*	*	*	*	*	*
DRAFTING										
Focuses on topic		*	*	*	*	*	*	*	*	*
Uses prewriting ideas to complete first draft		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
REVISING										
Expands use of descriptive words		*	*	*	*	*	*	*	*	*
Improves sequence			*	*	*	*	*	*	*	*
Adds variety of sentence types			*	*	*	*	*	*	*	*
Organizes writing to include a clear beginning, middle, and ending.			*	*	*	*	*	*	*	*
EDITING										
Begins each sentence and proper noun with a capital letter		*	*	*	*	*	*	*	*	*
Uses correct spelling		*	*	*	*	*	*	*	*	*
Uses appropriate punctuation		*	*	*	*	*	*	*	*	*
Uses complete sentences		*	*	*	*	*	*	*	*	*
PUBLISHING										
Shares writing with others.		*	*	*	*	*	*	*	*	*
Increases writing vocabulary.						*	*	*	*	*
Uses descriptive words and phrases.						*	*	*	*	*
Uses various organizational strategies, styles, and purposes.						*				
Experiments with organization, style, purpose, and audience.							*	*	*	*
Uses available technology to assist in writing.		*	*	*	*	*	*	*	*	*
Uses left to right pattern of writing.	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Prints name, self-selected words, and letters of the alphabet.	*									
Copies simple shapes, designs, numerals, and letters.	*									
Prints legibly:										
Correctly forms letters and numbers;		*	*							
Correctly spaces words and sentences.		*	*							
Begins to recognize cursive letters.			*							
Writes legibly:										
Correctly forms letters and numbers				*	*	*	*	*	*	
Correctly spaces words and sentences				*	*	*	*	*	*	
Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses various types of writing (personal, academic, business, and vocational).							*	*	*	*
Uses dialogue in writing.							*	*	*	*
Composes and revises using a computer.										*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory.					*	*	*	*	*	
Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs.					*	*				
Identifies the eight parts of speech and their uses in a sentence.							*	*	*	
Identifies the parts of a sentence in various sentence patterns:										
subjects (simple and compound)					*					
predicates (simple and compound)					*					
modifiers					*					
Identifies the parts of a sentence in various sentence patterns:										
subject (simple and compound)						*	*	*	*	
predicates (simple and compound)						*	*	*	*	
modifiers (words and prepositional phrases)						*	*	*	*	
complements (predicate adjectives, predicate nominative, direct objects)							*	*	*	
Forms singular, plural, and possessive nouns.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies principal parts and tenses of regular and irregular verbs.					*	*	*	*	*	
Identifies types of pronouns: subject, object, possessive.					*	*	*	*	*	
Writes simple and compound sentences and avoids fragments and run-on sentences.					*	*	*	*	*	*
Applies standard conventions of American English in:										
Subject-verb agreement					*	*	*	*	*	*
Cases of personal pronouns					*	*	*	*	*	*
Principal parts of verbs					*	*	*	*	*	*
Comparisons of adjectives and adverbs					*	*	*	*	*	*
Pronoun/Antecedent							*	*	*	*
Applies standard rules of capitalization.					*	*	*	*	*	*
Applies standard rules of punctuation.					*	*	*	*	*	*
Spells frequently used words correctly and applies common spelling rules.					*	*	*	*	*	*
Identifies types of pronouns such as personal, interrogative, demonstrative.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes simple and compound sentences and avoids run-ons and nonfunctional fragments.							*	*	*	*
Combines sentences using coordination (i.e., compound sentences).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing.	*									
Alphabetizes words to the first letter.		*								
Alphabetizes words to the second letter.			*							
Alphabetizes words to the third letter.				*						
Uses alphabetical order to locate information.					*	*	*	*	*	
Uses picture dictionaries as information sources.		*								
Uses beginning dictionaries as information sources.			*							
Uses abridged dictionaries to identify appropriate word meanings or correct spellings.				*	*					
Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses guide words to locate words in dictionaries and topics in encyclopedias.			*							
Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information.				*						
Uses guide words to locate information.					*	*	*	*	*	
Determines appropriate resource to answer specific questions.					*					
Locates information using the appropriate reference resources.						*	*	*	*	*
Recognizes the organization of fiction and nonfiction books in the media center.		*	*	*						
Uses call numbers to locate information in the media center.					*					
Recognizes the author, illustrator, and title as identifying items of information about a book.		*								
Recognizes the purpose of the title page and the table of contents.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses book parts including the title page, table of contents, and glossary as information sources.			*							
Uses book parts including title page, table of contents, index and glossary as information sources.				*	*					
List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date.						*	*	*	*	*
Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.		*								
Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources.			*							
Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information.				*	*					

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic.				*						
Skims material to locate specific information.				*						
Develops a simple outline from a short selection.					*	*	*	*	*	
Uses cross reference in multiple types of sources.						*	*	*	*	
Uses the media center and available technology as sources of information and pleasure.		*	*	*	*	*	*	*	*	*
Recognizes differences in paraphrasing, summarizing, and plagiarizing.							*	*	*	
Recognizes organizational systems used for collections or reference sources.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

527

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses research process by:										
-Choosing topic					*	*	*	*	*	*
-Formulating questions					*	*	*	*	*	*
-Identifying key words					*	*	*	*	*	*
-Selecting sources					*	*	*	*	*	*
-Skimming					*	*	*	*	*	*
-Paraphrasing					*	*	*	*	*	*
-Taking notes					*	*	*	*	*	*
-Organizing					*	*	*	*	*	*
-Presenting					*	*	*	*	*	*
Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic.							*	*	*	*
Analyzes information to determine relevance to topic.							*	*	*	*
Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Selects main ideas and supporting details from two or more sources and creates an outline.							*	*	*	
Documents sources with reference citations (bibliography or footnotes).							*	*	*	*
Uses a study technique:										
PQRST (preview, question, read, study, test)					*	*	*	*	*	
SQ3R (survey, question, read, review, report)					*	*	*	*	*	
PQ4R (preview, question, research, read, review, report)					*	*	*	*	*	
4R (research, read, review, report)					*	*	*	*	*	
Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.).							*	*	*	
Works as a team to solve problems.										*

* Standards will be reinforced as necessary each subsequent year

**Introduction to Language Arts
Quality Core Curriculum
Second Grade**

Second grade students in Georgia will be immersed in a literature-rich environment that includes classic and contemporary fiction and nonfiction selections. They will be provided a balanced reading program including instruction in direct systematic explicit and implicit phonics, syntactic and semantic relationships, sight vocabulary development and the use of quality children's literature. These students will expand their oral language skills by participating in conversations and discussions. Through the writing process and personal writing, students will effectively communicate ideas. The students will refine their handwriting skills. The media center and available technology will be used as sources of information and pleasure.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
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Language Arts: Grade 2

Oral Communication

LA.2.1	Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.	Listening/Speaking
LA.2.2	Listens to a variety of literary forms including stories and poems.	Listening/Speaking
LA.2.3	Follows three-part oral directions.	Listening/Speaking
LA.2.4	Recalls and interprets information presented orally.	Listening/Speaking
LA.2.5	Uses oral language for different purposes: to inform, to persuade, and to entertain.	Listening/Speaking
LA.2.6	Responds to questions on orally presented material.	Listening/Speaking
LA.2.7	Increases vocabulary to reflect a growing range of interests and knowledge.	Listening/Speaking
LA.2.8	Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.	Listening/Speaking
LA.2.9	Uses a variety of language patterns and sentence structures.	Listening/Speaking
LA.2.10	Uses increasingly complex sentence structures in oral communication.	Listening/Speaking
LA.2.11	Determines the meaning of a word based on how it is used in an orally presented sentence.	Listening/Speaking
LA.2.12	Uses grade/age appropriate standard American English when communicating orally.	Listening/Speaking

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.2.13	Blends sounds orally to make words			
LA.2.14	Divides words into syllables	Listening/Speaking		
Written Communication				
LA.2.15	Increases vocabulary to reflect a growing range of interests and knowledge	Reading		
LA.2.16	Classifies and categorizes words into sets and groups with common characteristics	Reading		
LA.2.17	Follows written directions	Reading		
LA.2.18	Reads a variety of materials for information and pleasure	Reading		
LA.2.19	Applies phonetic strategies to read by - Using initial consonant substitution in rhyming words and word families, - Using beginning, medial, and ending consonants to orally decode words, - Using short, long and "r" controlled vowel sounds to orally decode words, - Using consonant blends, digraphs, and diphthongs to orally decode words.	Reading		
LA.2.20	Uses word order and sentence structure to read. (Syntax - "Does it sound right?")	Reading		
LA.2.21	Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")	Reading		
LA.2.22	Increases existing sight vocabulary (instant recognition)	Reading		
LA.2.23	Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.	Reading		
LA.2.24	Reads with fluency and expression	Reading		

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.2.25	Recognizes EXPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction	Reading		
LA.2.26	Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction	Reading		
LA.2.27	Identifies the main characters	Reading		
LA.2.28	Identifies characters' actions, motives, emotions, traits, and feelings	Reading		
LA.2.29	Draws conclusions, makes predictions, and comparisons	Reading		
LA.2.30	Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension	Reading		
LA.2.31	Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama)	Reading		
LA.2.32	Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es"	Reading		
LA.2.33	Uses knowledge of root words, prefixes, and suffixes in word recognition	Reading		
LA.2.34	Recognizes simple word opposites	Reading		
LA.2.35	Uses examples from literature to create individual and group stories	Writing		
LA.2.36	Uses correct spelling for frequently used sight vocabulary	Writing	Spelling	
LA.2.37	Uses learned phonetic strategies to spell correctly	Writing	Spelling	

Friday, December 12, 1997

538

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539

251

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.2.38	Prints legibly -Correctly forms letters and numbers, -Correctly spaces words and sentences	Writing	Penmanship	
LA.2.39	Begins to recognize cursive letters	Writing	Penmanship	
LA.2.40	Writes a minimum of three sentences about a topic	Writing		
LA.2.41	Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words	Writing		
LA.2.42	Writes in a variety of genres to include correspondence (including writing letters and addressing envelopes)	Writing		
LA.2.43	Applies correct principles of grammar -Writes complete sentences -Uses correct capital letters -Uses correct punctuation -Applies correct rules of usage and expression	Writing		
LA.2.44	Communicates ideas by using the writing process PREWRITING -Generates ideas DRAFTING -Focuses on topic -Uses prewriting ideas to complete first draft REVISING -Expands use of descriptive words -Improves sequence -Adds variety of sentence types -Organizes writing to include a clear beginning, middle and ending EDITING -Begins each sentence and proper noun with a capital letter -Uses correct spelling -Uses appropriate punctuation -Uses complete sentences PUBLISHING -Shares writing with others	Writing		
LA.2.45	Uses available technology to assist in writing	Writing		

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.2.46	Experiences traditional and contemporary literature through a variety of media	Literature		
LA.2.47	Responds to literal, inferential, and evaluative questions about literature	Literature		
LA.2.48	Demonstrates an interest in various types of self-selected literature through daily reading	Literature		
LA.2.49	Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama)	Literature		
LA.2.50	Discriminates between realism and fantasy	Literature		
LA.2.51	Recognizes cultural diversity represented in literature	Literature		
LA.2.52	Alphabetizes words to the second letter	Reference/Study		
LA.2.53	Uses beginning dictionaries as information sources	Reference/Study		
LA.2.54	Uses guide words to locate words in dictionaries, and topics in encyclopedias	Reference/Study		
LA.2.55	Recognizes the organization of fiction and nonfiction books in the media center	Reference/Study		
LA.2.56	Uses book parts, including title page, table of contents, and glossary as information sources	Research/Study		
LA.2.57	Uses easy fiction books, nonfiction books, audiovisual resources, software, and periodicals as information sources	Reference/Study		
LA.2.58	Uses the media center and available technology as sources of information and pleasure	Reference/Study		

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Georgia's Quality Core Curriculum

Mathematics Grade 2

Introduction to Mathematics Quality Core Curriculum K-5

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers*, will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics as well as between mathematics and other disciplines.

The mathematical topics are organized by strands: Estimation, Fractions & Decimals, Geometry & Spatial Sense, Measurement, Number Sense & Numeration, Patterns & Relationships, Problem Solving, Statistics & Probability, Whole Number Computation, and Whole Number Operation. These strands extend throughout the K-12 Mathematics QCC, providing continuity and ensuring a smooth transition across elementary, middle, and high school programs. Algebra has been listed as a topic in the K-5 curriculum to alert K-5 teachers that the foundation of algebraic skills is being formed at the elementary level.

The Mathematics QCC is designed to support teachers as they instructionally maximize each child's mathematical experiences. Teachers are urged to provide for movement through the curriculum regardless of a student's current grade level. The use of concrete objects (manipulatives) and visual models is vital for students to understand concepts and explore processes. Knowledge acquisition requires a transition from concrete, through pictorial, to the more abstract for all students at all levels and ages.

This revision of the Mathematics K-5 QCC has incorporated national standards, state competencies, and standardized test objectives for each grade level. Concepts, skills, and content standards have been matched across grade levels to ensure continuity for the learning of mathematics. The revision team members hope that teachers will find this a useful tool when developing lesson plans and that it reduces the need to cross-reference other documents.

Incorporating technology in instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning environment. Calculators and computers are essential tools for learning and doing mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

The Mathematics QCC Revision Team has carefully considered and incorporated curriculum standards proposed by national and state initiatives as well as the revision evaluation suggestions provided by thousands of Georgians. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Mathematics: Grade 2				
Estimation				
M.2.1	Estimates appropriate sums and differences (see computational objectives)		Estimation	Skills: Estimates sums and differences.
Estimation; Number Sense & Numeration				
M.2.2	Determines to which multiple of 10 a given number (to 100) is closer using a number line.		Multiples	Skills: Uses a number line to determine multiples of ten. Assessment Recommendations: Assess by using a number line.
Fractions & Decimals				
M.2.3	Relates fractions (halves, thirds, and fourths) to concrete and pictorial models and relates models to fractions.		Fractions	Skills: Relates fractions to models.
Geometry & Spatial Sense				
M.2.4	Identifies and draws circles, squares, triangles, ovals, and rectangles. Identifies spheres, cubes, cylinders, and cones of various sizes, in various orientations and positions.		Spatial Sense	Skills: Identifies and draws geometric figures.
M.2.5	Identifies two-dimensional shapes that are symmetrical with respect to a specified line.	Algebra	Symmetry	Skills: Recognizes symmetry.
M.2.6	Identifies the shapes (e.g., two triangles to make a rectangle) that can be put together to make a given shape.		Visualization	Skills: Identifies relationships of shapes to wholes.
Measurement				
M.2.7	Measures length using inches and centimeters and selects objects having given dimensions.		Length	Skills: Measures length.
M.2.8	Selects appropriate customary or metric units of measurement: minute, hour, day, week, month, inch, foot, centimeter, meter, cup, quart, liter, pound, or kilogram.		Measurement	Skills: Selects appropriate units of measurement.

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Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.2.9	Selects appropriate instrument for determining specified measurement of height, weight, capacity, time, and temperature		Measurement	Skills: Chooses appropriate tool of measurement such as ruler, clock, or calendar
M.2.10	Applies appropriate units to measure time (minutes, hours, days, weeks, months, years), tells time to five minutes, and determines elapsed time.		Time	Skills: Applies appropriate units to measure time
M.2.11	Determines weight/mass of objects in ounces, pounds, grams, or kilograms		Weight	Skills: Determines weight

Measurement; Estimation

M.2.12	Explores estimation of quantities (both dry and liquid) and length using standard units including inches and centimeters		Estimation	Skills: Explores estimation of quantities Assessment Recommendations: Teacher documents explorations of students
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Number Sense & Numeration

M.2.13	Counts by ones, twos, fives, and tens up to 100, threes to 36, and fours to 48		Counting and Multiplication Readiness	Skills: Counts using different increments
M.2.14	Determines amounts of money (in a collection up to \$1 and determines change less than \$0.50), using pennies, nickels, dimes, quarters, half-dollars, and dollars		Money	Skills: Counts money and makes change
M.2.15	Translates words to numerals through 999 and numerals to words, both orally and in writing		Number Names	Skills: Translates words to numerals and numerals to words
M.2.16	Relates whole numbers up to 999 to concrete and pictorial models, relates models to numbers and orally names numbers (e.g., 3 hundreds, 2 tens, 4 ones, three hundred twenty-four, or $300 + 20 + 4 = 324$)		Numeration	Skills: Relates numbers to models and reads numbers to 999
M.2.17	Determines ordinal numbers through twelfth		Ordinals	Skills: Identifies ordinal numbers through twelfth
M.2.18	Identifies place value through hundreds and identifies the number of hundreds, tens, and ones in a given numeral		Place Value	Skills: Recognizes place value through 1,000

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
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Patterns & Relationships

M.2.19	Describes and compares areas of similar regions (smaller, larger, same)		Area	Skills: Describes and compares areas.
M.2.20	Identifies geometric relationships (larger, largest, smaller, smallest, same size, same shape, same size and same shape, inside, outside, on left, and on right)		Geometric Relationships	Skills: Identifies geometric relationships.
M.2.21	Orders and locates whole numbers on a number line.		Number Line	Skills: Orders whole numbers on a number line. Assessment Recommendations: Assess by using a number line.
M.2.22	Uses appropriate symbols ($<$, $>$, $=$, $\neq$, $\approx$).	Algebra	Number Sentences	Skills: Uses appropriate symbols.
M.2.23	Selects number before and after a given number, between two given numbers, and closest to a given number.		Sequencing	Skills: Demonstrates knowledge of number sequences.
M.2.24	Predicts and completes patterns such as those involving numbers, shapes, colors, and events.	Algebra	Sequencing	Skills: Completes patterns.
M.2.25	Recognizes equivalent sets and nonequivalent sets.	Algebra	Sets	Skills: Recognizes the relationship of sets.

Patterns & Relationships; Number Sense & Numeration

M.2.26	Identifies numerical relations (greater than, less than, and equal to)	Algebra	Numerical Relationships	Skills: Identifies the symbols $>$, $<$, and $=$.
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Patterns & Relationships; Problem Solving

M.2.27	Organizes elements of sets according to given characteristics (shading, color, shape, size, design, and use).	Algebra	Sets	Skills: Categorizes elements by characteristics.
M.2.28	Uses the terms: all, some, and none.	Algebra	Sets	Skills: Uses vocabulary pertaining to sets.

554

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555

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Problem Solving				
M.2.29	Recognizes in a problem-solving situation that addition reflects combining elements of sets and that subtraction reflects taking away or comparing elements of sets.		Addition and Subtraction	Skills: Solves problems using addition and subtraction.
M.2.30	Employs problem-solving strategies such as draw a picture, guess and check, and make a chart.		Problem Solving	Skills: Demonstrates use of problem-solving strategies.
M.2.31	Solves one- and two-step word problems related to appropriate second-grade objectives. Includes oral and written problems and problems with extraneous information as well as information from sources such as bar graphs and pictographs.		Word Problems	Skills: Solves one- and two-step word problems.
Problem Solving; Statistics & Probability				
M.2.32	Constructs and interprets simple bar graphs and pictographs with up to five columns, using whole unit data.	Algebra	Graphs	Skills: Constructs and interprets graphs.
Whole Number Computations				
M.2.33	Uses commutative property of addition and the property of zero in computation.	Algebra	Number Theory	Skills: Demonstrates use of mathematics properties.
Whole Number Computations; Whole Number Operations				
M.2.34	Determines basic addition facts (sums to 20) and related subtraction facts by using strategies such as near doubles, making ten, and using known facts to determine unknown facts.		Addition and Subtraction	Skills: Determines basic addition and subtraction facts up to 20.
M.2.35	Determines the missing number or symbol in addition or subtraction number sentences.	Algebra	Number Sentences	Skills: Completes number sentences.
Whole Number Operations				
M.2.36	Recalls addition facts (sums to 20) and related subtraction facts presented orally, vertically and horizontally (rewrite vertically).		Addition and Subtraction	Skills: Recalls addition and subtraction facts to 20.
M.2.37	Uses models such as base ten blocks and pictorial representations to explore adding and subtracting one- and two-digit numbers (without regrouping).		Addition and Subtraction	Skills: Relates models to addition and subtraction without regrouping.

556

557

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.2.38	Adds combinations of 1-, 2-, and 3-digit numbers without and with regrouping. Subtracts 1- and 2-digit numbers from 2- and 3-digit numbers without regrouping. Include vertical and horizontal presentation with the horizontal rewritten vertically.		Addition and Subtraction	Skills: Adds and subtracts up to three-digit numbers without and with regrouping.
M.2.39	Uses concrete objects to explore combining equivalent sets and uses skip-counting as readiness for multiplication.		Multiplication Readiness	Skills: Demonstrates readiness for multiplication.
Whole Number Operations; Problem Solving				
M.2.40	Writes a number sentence that represents a picture or an array.		Multiplication Readiness	Skills: Translates from pictures to numbers.

558

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559



Georgia's Quality Core Curriculum

**Science
Grade 2**

Introduction to Science Quality Core Curriculum K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching,

and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.
- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.
- Uses indices, tables of contents, and online searches to locate information related to science concepts.

Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

Tools

Uses appropriate tools to collect and analyze data and solve problems.

Basic Process Skills

Observation includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

Classification includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

Communication includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

Measurement includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

Prediction includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

Inference includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

Higher Level Process Skills

Identification of variables includes finding the variables of a system and selecting those to be held constant.

Manipulation of variables includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Interpretation of data includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Operational definition includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

Formulation of models includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

Experimentation includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

Construction of hypotheses includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.

Drawing conclusions includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

Science Quality Core Curriculum Matrix for Grades K through 5

TOPICS	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Physical Science						
Matter	*		*			*
Sound		*			*	
Light and Color	*				*	
Magnetism and Electricity		*			*	
Motion, Forces and Machines				*		*
Heat				*		
Life Science						
Living Things	*			*		
Plants			*	*		
Animals		*		*		*
Human Body	*					*
Ecology			*		*	
Earth/Space Science						
Earth History				*		
Earth Process						*
Earth Materials	*			*		
Weather/Climate		*			*	
Space Astronomy			*		*	

Georgia Quality Core Curriculum

12/1/97

Strand	Content Standard	Topic	Concept	Notes
Science (K-5): Grade 2				

Inquiry

S.2.1	Asks questions, classifies objects based on similarities and differences, communicates with others, makes inferences and predictions, uses estimation and measurement, uses evidence to construct explanations, and makes sketches and diagrams to explain ideas.	Science Inquiry, Process Skills and Problem Solving	Accepted methods, processes and procedures are used to conduct scientific study.	
S.2.2	Uses books and other media to obtain information related to science concepts.	Reference Skills	Reference materials are available in media centers and online to help students research and evaluate information.	
S.2.3	Identifies and practices accepted safety procedures in manipulating science materials and equipment.	Safety	Effective safety practices are essential to performing scientific investigations.	
S.2.4	Actively engages in the learning process via hands-on/minds-on science activities and experiences. Uses appropriate tools to collect and analyze data and solve problems.	Activities/Tools	Accepted methods, activities, processes, procedures, and tools are used to conduct scientific study.	

Physical Science

S.2.5	Recognizes that all matter takes up space and has mass. Observes and discusses the space gases take up in an inflated balloon, water takes up in an aquarium, and various solids take up around the room.	Structure of Matter	All matter takes up space and has mass. Most can exist in three states - solid, liquid and gas.	Skills: Observation, Classification, and Communication Assessment Recommendations: Student interpretation of observation.
S.2.6	Distinguishes among states of matter (solid, liquid, and gas). Sorts objects according to solid, liquid or gas.	Structure of Matter	All matter takes up space and has mass. Most can exist in three states - solid, liquid and gas.	Skills: Observation and Classification Assessment Recommendations: Sorts objects by states of matter.

574

575

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.2.7	Recognizes and compares physical properties of objects (e.g., weight, size, and buoyance)	Structure of Matter	Matter can be described in terms of its physical properties (size, shape, weight, texture, and flexibility)	Skills: Measurement, Inference, and Classification Assessment Recommendations: Student interpretation of observation
S.2.8	Predicts changes in states of matter such as when water is heated or frozen	Structure of Matter	Properties of matter can change and not all objects or materials respond to change in the same way.	Skills: Observation, Classification, Inference, and Prediction Assessment Recommendations: Predicts changes in states of matter after appropriate demonstrations
S.2.9	Recognizes that all matter does not change in the same way. Observes a variety of changes such as: a nail in water compared to plastic in water; a wooden block in the freezer compared with water in a freezer; slice of apple compared with slice of orange	Structure of Matter	Properties of matter can change and not all objects or materials respond to change in the same way.	Skills: Observation and Inference Assessment Recommendations: Describes how matter can change

Life Science

S.2.10	Describes how plants use water, nutrients and light to produce their own food in a process called photosynthesis. Compares plants grown with all of these resources with plants deprived of these resources.	The Living World: Plants	Plants and animals both need to take in water. Plants also need light to make food.	Skills: Classification Assessment Recommendations: Creates portfolio including: pictures, graphs, reports, and illustrations
S.2.11	Compares variables that might affect the growth of plants. Identifies and tests how variables such as temperature, light, water and nutrients affect plant growth.	The Living World: Plants	Plants and animals both need to take in water. Plants also need light to make food.	Skills: Interpretation of Data and Manipulation of Variables Assessment Recommendations: Create portfolio including: pictures, graphs, reports, and illustrations

576

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577

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.2.12	Identifies and explains function of main parts of a plant. Names parts of plant and explains function of each (root, stem, leaf and flower).	The Living World: Plants	The parts of a plant work together to provide its basic needs.	Skills: Observation and Communication Assessment Recommendations: Interprets collected data.
S.2.13	Observes and describes plant parts as they grow and change. Compares the roots, stems and leaves of various plants as they grow from seeds to mature plants.	The Living World: Plants	The parts of a plant work together to provide its basic needs.	Skills: Observation, Classification, and Communication Assessment Recommendations: Teacher observation
S.2.14	Identifies varieties of plants and their uses. Identifies trees, shrubs, herbs, flowers, fruits and vegetables. Recognizes that plants are used for beauty, food, clothing and shelter.	The Living World: Plants	The numerous types of plants (trees, shrubs, flowers) have many uses (food, clothes, shelter).	Skills: Classification and Communication Assessment Recommendations: Portfolio: charts, pictures, lists, and collections. Creates dioramas
S.2.15	Identifies and describes habitats (desert, woodland, ponds, streams) of plants and animals and their characteristics (light, moisture, temperature).	Ecology: Interdependence of Life	Various habitats exist in the world and these vary in terms of heat, temperature, and moisture.	Skills: Observation, Classification, and Communication Assessment Recommendations: Portfolio: charts, pictures, lists, and collections. Creates dioramas.
S.2.16	Matches various animals and plants to their habitat based on needs.	Ecology: Interdependence of Life	Living things can be found in a variety of habitats. Plants and animals have features that help them live in different habitats.	Skills: Observation and Classification Assessment Recommendations: Portfolio: charts, pictures, lists, and collections. Creates dioramas.
S.2.17	Identifies the many feeding relationships possible among various plants and animals. Illustrates food chains and food webs and predator-prey relationships.	Ecology: Interdependence of Life	Animals eat plants or other animals for food and may also use plants (or even other animals) for shelter and nesting.	Skills: Observation, Prediction, and Inference Assessment Recommendations: Constructs food chain and demonstrates relationships.

573

Thursday, December 04, 1997

573

269

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Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.2.18	Recognizes how plants and animals interact and depend on one another. Illustrates the many ways plants and animals interact (pollination, shelter and seed dispersal)	Ecology: Interdependence of Life	Animals and plants interact with one another in various ways besides providing food (many plants depend on animals for carrying their pollen to other plants).	Skills: Inference, Prediction, and Observation Assessment Recommendations: Demonstrates relationships, portfolio: pictures and reports
Earth/Space Science				
S.2.19	Observes and discusses apparent motion of sun and moon. Understands that the sun, moon and stars appear in the east and set in the west. Plots the apparent movement of the sun and moon in the sky using shadows or other devices.	Space: Astronomy	The sun, moon and stars all appear to move slowly across the sky, even though their true motion is more complicated.	Skills: Observation, Inference, Communication, and Interpretation of data Assessment Recommendations: Constructs models. Portfolio: charts
S.2.20	Describes motion of Earth, moon, and planets in our solar system. Describes how the Earth rotates once a day and revolves around the sun each year, how the moon revolves around the Earth each month and how the planets revolve around the sun in a periodic manner.	Space: Astronomy	Planets move around the sun in regular orbits and moons move around planets in the same manner.	Skills: Observation, Communication, and Interpretation of Data Assessment Recommendations: Constructs models. Portfolio: charts

580

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581



Georgia's Quality Core Curriculum

Social Studies Grade 2

Introduction to Social Studies Quality Core Curriculum K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

- refining content standards to clarify content and skills
- correlating content standards to appropriate core values
- building on concepts introduced at earlier stages of instruction
- providing content standards that are clearly measurable
- identifying civic responsibility, information processing, and problem-solving skills
- restructuring content for a more equitable grade-level distribution.

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

**Introduction to Social Studies
Quality Core Curriculum
Second Grade**

Cultures and Customs Now and Then

This course is designed to examine the interaction of people with their geographic environments. Themes include impact of climate and natural resources on how people meet their basic needs and wants. The following groups are studied: Plains and Eastern Woodlands American Indians, Early American Settlers, and Modern Day Residents of Australia and Japan. Other topics include flag etiquette and beginning economic concepts such as producers and consumers. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness in which content should be introduced and taught for effective student understanding and mastery at this level. Time and chronology as well as map and globe interpretation skills are introduced and developed within this structure.

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
Social Studies: Grade 2				
Civics				
SS.2.1	Identifies characteristics of neighborhoods and communities (1)	Cultures and Customs Now and Then	Culture	
SS.2.2	Lists ways to live cooperatively in neighborhoods and communities (2)	Cultures and Customs Now and Then	Culture	
SS.2.3	Describes and compares the making of some class rules by direct democracy (e.g., the entire class votes on the rules) and by representative democracy (e.g., the class elects a smaller group to make the rules) (8)	Cultures and Customs Now and Then	Culture	Skills: Votes on class issues
SS.2.4	Describes proper flag etiquette including handling, display and disposal of flag and explains the significance of the stars, stripes, and colors (9)	Cultures and Customs Now and Then	Citizenship	Skills: Demonstrates proper flag etiquette
Economics				
SS.2.5	Describes the differences among human resources (people at work), natural resources (water, soil, wood, tools, etc.), and capital resources (machines, tools, etc.) used to produce different goods or services (3)	Cultures and Customs Now and Then	Interdependence	
SS.2.6	Gives examples of producers and consumers in the community and gives reasons why people work (4)	Cultures and Customs Now and Then	Interdependence	Skills: Displays data graphically
Geography				
SS.2.7	Describes specified locations on a map using cardinal directions (10)	Cultures and Customs Now and Then	Location	
SS.2.8	Explains the difference between natural and man-made resources (11)	Cultures and Customs Now and Then	Resources	Skills: Reads and uses maps with map keys depicting man-made and natural features

590

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591

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
SS.2.9	Identifies and describes the physical characteristics of landforms (e.g., continents, peninsulas, and islands) and bodies of water (e.g., lakes, oceans, and rivers) of the Earth (12)	Cultures and Customs Now and Then	Location	Skills: Locates landforms and bodies of water on maps and globes.
SS.2.10	Defines terms - poles - hemispheres - equator (13)	Cultures and Customs Now and Then	Location	Skills: Locates the following on maps and globes: -North and South Poles -Eastern and Western Hemispheres, and -Equator
History				
SS.2.11	Compares the present day customs and lifestyles of the United States to selected places in the Eastern Hemisphere including Japan and Australia -food -shelter -clothing -transportation -fine arts (music, art, and literature) -natural and man-made resources, and -production of goods/services. (5)	Cultures and Customs Now and Then	Culture	Skills: Locates Japan and Australia on a map and a globe.
SS.2.12	Compares the lifestyles of Eastern Woodlands and Plains Indians -food -shelter -clothing, and -transportation (6)	Cultures and Customs Now and Then	American Indians	Skills: Places related events in chronological order. Locates regions on map.
SS.2.13	Describes the customs and lifestyles of the Early American settlers in Plymouth and Jamestown colonies -food -shelter -clothing, and -transportation (7)	Cultures and Customs Now and Then	Colonization	

592

593



Georgia's Quality Core Curriculum

Health & Physical Education Grade 2

**Introduction to Health and Physical Education
Quality Core Curriculum
K-12**

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Health: Grade 2				

Alcohol, Tobacco & Other Drugs

H.2.1	Discusses how to resist peer and media pressures to use alcohol, tobacco products, and other drugs	Pressures
H.2.2	Describes the harmful effects of alcohol and tobacco products on the health of a user and nonuser	Effects
H.2.3	Interprets the persuasive influences of advertising, peer groups and adults	Persuasion

Family Living

H.2.4	Explores effective strategies to cope with changes that may occur in families (pregnancy, birth, death, marriage, divorce, relocation and unemployment)	Coping Strategies
H.2.5	Explains the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs parents teach, behaviors and values parents model)	Roles

Growth and Development

H.2.6	Explains the effects of heredity and environment on growth and development	Heredity & Environment
H.2.7	Distinguishes between primary and permanent teeth	Dental

Mental Health

H.2.8	Analyzes outside influences that can affect personal health decisions (e.g., TV, and peer pressure)	Persuasion
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593

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593

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
H.2.9	Identifies the right to differ from others in many ways (Note: Does not include discussion about sexual orientation).	Personal Respect		
H.2.10	Demonstrates ways to show respect for others (Note: Does not include discussion about sexual orientation).	Personal Respect		
H.2.11	Defines and/or describes the relationship between choices and consequences.	Decision Making		
H.2.12	Relates how positive and negative attitudes influence behavior.	Attitudes		
H.2.13	Analyzes consequences of healthy and harmful friendship choices.	Friendships		
H.2.14	Expresses the ability to assertively refuse when others want him/her to act in ways that would harm others or self.	Resistance Skills		
Nutrition				
H.2.15	Recognizes that food contains nutrients for energy, growth, and health.	Nutrients		
H.2.16	Plans a nutritious meal based on the food guide pyramid (with emphasis on fruits and vegetables).	Meal Planning		
H.2.17	Distinguishes between nutritionally sound snacks and "junk food" (foods of minimal nutritional value).	Snacks		
H.2.18	Identifies the serving size and numbers of daily servings needed from each food group in the food guide pyramid (with emphasis on fruits and vegetables).	Food Guide Pyramid		
Personal Health				
H.2.19	Describes the relationship between germs and communicable diseases.	Communicable Diseases		

600

601

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
H.2.20	Recognizes ways to prevent disease by keeping the home, school, and community clean	Sanitation		
H.2.21	States and demonstrates health practices that prevent the spread of disease	Communicable Diseases		
H.2.22	Identifies and discusses noncommunicable health problems and their care in children (e.g., asthma, diabetes, sickle cell, epilepsy, etc.)	Communicable Diseases		
Safety				
H.2.23	Determines correct response in cases of accidents, sudden illness or hazardous weather conditions	Emergency Procedures		
H.2.24	Distinguishes between safe and unsafe places to play in the home, school, and neighborhood	Environmental Safety		
H.2.25	Identifies safety skills for bicycling, skate boarding, skating, and rollerblading	Practices		
H.2.26	Identifies threats to personal safety (e.g., child abuse, physical abuse, neglect and emotional abuse)	Violence Prevention		
H.2.27	Identifies local support system concerning personal safety (e.g., family, teacher, religious adviser, friend, counselor)	Resources		

602

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603

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Physical Education: Grade 2				
Elementary				
PE.2.1	Identifies and participates in developmentally appropriate health-related fitness activities	Physical Fitness	Health-Related	Skills Heart/lung Flexibility Muscle/strength Endurance Assessment Recommendations Teacher observation and informal assessment
PE.2.2	Identifies changes in the body during, and as a result of, vigorous activity	Physical Fitness	Health-Related	Skills Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, and Body composition Assessment Recommendations Measure heart rate, discussion
PE.2.3	Selects and uses equipment appropriate to a variety of movements and activities	Movement Concepts	Manipulative	Skills Selecting equipment Assessment Recommendations Teacher observation, peer review
PE.2.4	Applies concepts of weight transfer in a variety of ways	Movement Concepts	Transfer of Weight	Skills Transferring weight Assessment Recommendations Teacher observation, video analysis
PE.2.5	Designs and performs simple sequences that focus on changes in directions, levels, and pathways	Movement Concepts	Space	Skills Levels Pathways Directions Assessment Recommendations Teacher observation, peer review, and writing, dance sequences

604

605

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
PE.2.6	Demonstrates body's relationships to other objects, individuals, and groups when meeting/parting, mirroring/matching, leading/following, or moving over, under, behind, and alongside	Movement Concepts	Relationships	Skills Spatial relationships Assessment Recommendations Teacher observation, peer assessment
PE.2.7	Demonstrates mature locomotor and nonlocomotor skills	Movement Competencies	Locomotor/Nonlocomotor Skills	Skills Using locomotor/nonlocomotor skills Assessment Recommendations Teacher observation, video analysis, peer observation and parent reports
PE.2.8	Demonstrates progress toward mature throwing, catching, kicking, and striking skills	Movement Competencies	Manipulative	Skills Throwing Catching Kicking Striking Assessment Recommendations Teacher observation, video analysis, peer observation, and parent reports
PE.2.9	Demonstrates simple stunts, tumbling, and balancing	Movement Competencies	Movement Skills	Skills Stunts Tumbling Balancing Assessment Recommendations Teacher observation, video analysis, and peer observation
PE.2.10	Creates and performs simple rhythmical/spatial compositions	Movement Competencies	Movement Skills	Skills Rhythms Assessment Recommendations Student-designed compositions, teacher observation and video analysis

606

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607

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
PE.2.11	Identifies appropriate behaviors for participating with others in physical activity.	Self-Management	Space	Skills Cooperation Assessment Recommendations Teacher observation

606

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603



Georgia's Quality Core Curriculum

Fine Arts Grade 2

Introduction to Fine Arts Quality Core Curriculum K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts
- **Historical and Cultural Context**
Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context
- **Critical Analysis and Aesthetic Understanding**
Responding to the Fine Arts through critical analysis and aesthetic understanding
- **Connections**
Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

Introduction to Dance Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order*. Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. Elements of Movement includes aspects of *space, shape* and *force*. The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

Dance Glossary

Aesthetic criteria. Standards on which to make judgments about the artistic merit of a work of art.

Alignment. Proper body posture for dance.

Artistry. Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

Body shapes. The spatial contour the body makes such as curved, angular, twisted, or straight.

Centering. Using proper body alignment to maintain one's balance.

Choreographic structure. The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

Choreography. The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

Clarity. Execution of technical dance steps in a clear and concise manner.

Combination: Series of technical dance steps performed by the dancer.

Composition. Using combinations of movement or movement phrases to form a greater body of work.

Dynamics. The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

Energy. An element of dance; the force and quality of movement defined by the degree of impetus and effort.

General space. A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

Improvisation. Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

Kinesthetic awareness. The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

Levels. The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

Locomotor movement. Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

Movement quality. The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

Movement phrase. Dance sequences that have a sense of completion.

Movement theme. A complete idea in movement that is manipulated and developed within a dance.

Musicality: Ability to respond to a rhythm while moving.

Negative space. The empty or open space created when a shape is made by the body.

Nonlocomotor/axial movement. Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

Partnering. Leading, following, or mirroring someone.

Pathway. The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

Personal space. The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

Positive space. The filled space created by the body when a shape is made in space.

Rhythmic acuity. The kinesthetic, auditory recognition of, and response to various complex time elements.

Spatial concept. One's relationship to the space around them.

Style. A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

Time. An element of dance which measures tempo/speed and force/energy.

Technique. Refined physical skills pertaining to a particular style of dance.

Time. The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

Vibratory. Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

Warm-up. Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Dance: Grade 2				
<i>Artistic Skills and Knowledge: Creating, Performing, Producing</i>				
FAD.2.1	Participates in developmental warm-up exercises		Training and Technique	
FAD.2.2	Participates in activities using principles of dance technique		Training and Technique	
FAD.2.3	Demonstrates nonlocomotor axial movement, such as bending, twisting, and swinging		Training and Technique	
FAD.2.4	Demonstrates locomotor movement, such as walking, running, and hopping, and concepts, such as transfer of weight and change of direction		Elements of Movement	
FAD.2.5	Develops awareness of spatial concepts (e.g., self-space and general space)		Elements of Movement	
FAD.2.6	Creates shapes and level changes through movement		Elements of Movement	
FAD.2.7	Demonstrates awareness of force (energy) (e.g., smooth, tight, loose, and vibratory)		Elements of Movement	
FAD.2.8	Demonstrates the ability to move in various directions and patterns		Elements of Movement	
FAD.2.9	Responds to steady beat or changes in tempo through movement		Training and Technique	
FAD.2.10	Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness		Composition	
FAD.2.11	Acquires skills in basic movements using props, such as streamers, scarves, and hoops		Composition	
FAD.2.12	Demonstrates the ability to work with a partner		Training and Technique	

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAD.2.13	Recognizes dance as a means of communication, expression, and interaction	Criticism		
FAD.2.14	Develops self-discipline and positive work habits through dance	Training and Technique		
FAD.2.15	Explains how health, nutrition, and safety enhance dance ability	Dance Wellness		
Connection				
FAD.2.16	Relates dance to other subject areas	Interdisciplinary		
Critical Analysis and Aesthetic Understanding				
FAD.2.17	Develops the ability to describe one's own dance as well as another's dance	Criticism		
FAD.2.18	Identifies within a dance sequence a beginning, middle, and end	Criticism		
FAD.2.19	Identifies various approaches to solving a compositional question	Criticism		
FAD.2.20	Implements various approaches to solving a compositional question	Composition		
FAD.2.21	Describes, compares, and contrasts movement and dances	Criticism		
FAD.2.22	Begins to understand criteria for evaluating simple composition	Aesthetics		
Historical and Cultural Context				
FAD.2.23	Participates in dance activities representing a variety of cultures	Multicultural		

626

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627

Introduction to Music Quality Core Curriculum K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

Music Glossary

Articulation. In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Body percussion. Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

Classroom instruments. Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

Competency level. Proficiency level corresponding with the musical ability of the student.

Cultural. The customs and/or beliefs of a racial, religious, or social group.

Chording instruments. Instruments which enable the performer to sound chords.

Dynamic levels, dynamics. Degrees of loudness.

Developmentally appropriate. The instructional level at which students may most effectively assimilate new information.

Elements of music. Pitch, rhythm, harmony, dynamics, timbre, texture, form.

Environmental sounds. Sounds that naturally occur or which can be produced from materials found in the environment.

Expressive qualities. Any articulation, dynamic, or tempo marking used to interpret music.

Ethnic music. Musical forms or styles indigenous to a specific culture.

Folk source. Identification of a specific genre.

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Formal structure. See *Form*.

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation. The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

Line notation. Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

Meter signature / time signature. An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

Media. Written, visual, audible, and technological resources.

Musical heritage. Knowledge of historical and cultural backgrounds.

Ostinato. Short musical patterns that are repeated persistently through some composition.

Pre-notation symbols. Line notation of rhythm and/or melody.

Style. The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre. The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality. The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

Technique. The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

Technology. A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

Texture. The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Fine Arts: Music: General Music: Grade 2

Artistic Skills and Knowledge: Creating, Performing, Producing

FAM(GM).2.1	Responds to music in a variety of styles through listening, moving, singing, and playing instruments.	Performance Skills	Rhythm, Melody, Harmony, Form, and Expressive Qualities	
FAM(GM).2.2	Identifies basic elements of music: dynamics, melodic direction, rhythmic patterns, tempo, simple meter, movement by step and leap.	Knowledge	Expressive Qualities, Melody, and Rhythm	
FAM(GM).2.3	Distinguishes among repeating and contrasting phrases, sections and simple formal structures -- AB and ABA.	Listening Skills	Form	
FAM(GM).2.4	Recognizes the sounds of classical, folk, and orchestral instruments.	Listening Skills	Timbre and Expressive Qualities	
FAM(GM).2.5	Performs with increasing accuracy in pitch, dynamic level, and tone quality by singing developmentally appropriate songs.	Performance Skills	Melody and Expressive Qualities	
FAM(GM).2.6	Performs up-down and step-leap patterns on melody instruments and from prenotation symbols, such as line notation, and by imitation.	Performance Skills	Notation and Melody	
FAM(GM).2.7	Performs the steady beat, accented beat, and melodic rhythm patterns in familiar songs.	Performance Skills	Rhythm	
FAM(GM).2.8	Performs simple melodic and rhythmic ostinati to accompany songs.	Performance Skills	Melody, Rhythm, Harmony, and Expressive Qualities	
FAM(GM).2.9	Participates in singing games, action songs, simple folk dances, musical dramatizations, and creative movement.	Performance Skills	Expressive Qualities, Melody, and Musical Heritage	
FAM(GM).2.10	Creates simple compositions using body percussion, environmental, and classroom instrument sounds.	Creative Skills	Expressive Qualities, Melody, and Rhythm	
FAM(GM).2.11	Creates simple rhythmic and melodic accompaniments for songs.	Creative Skills	Rhythm and Expressive Qualities	

Wednesday, December 17, 1997

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296

638

639

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(GM).2.12	Demonstrates growth in knowledge of music vocabulary appropriate to the level	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(GM).2.13	Creates new texts for familiar songs	Creative Skills	Expressive Qualities	
Critical Analysis and Aesthetic Understanding				
FAM(GM).2.14	Describes personal response to listening selections	Appreciation	Expressive Qualities	
Historical and Cultural Context				
FAM(GM).2.15	Participates in musical activities representing a variety of cultures, focusing on stylistic concepts	Appreciation	Musical Heritage and Expressive Qualities	

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Introduction to Theatre Quality Core Curriculum K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

Theatre Glossary

Aesthetic criteria. Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aural. Physical element involving listening.

Drama. A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Electronic media, Dramatic media. Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

Ensemble. Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

Environment. Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Front of house. The box office and lobby.

House. Commonly defined as the area in which the audience is seated.

Improvise. To spontaneously use movement and speech to create a character or object in a particular situation.

"In character." Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

Kinetic. Physical element involving movements of the body.

Motivation. The actor's reason for doing or saying something.

Oral. Physical element involving the use of the voice.

Pitch. The highness or lowness of one's voice.

Properties (Props). Any object used by actors to enhance character portrayal.

Sensory recall. To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

Tempo. The speed at which someone talks or the pace of production.

Theater. The place that is the setting for dramatic performances.

Theatre. The imitation/representation of life, performed for other people; the performance of dramatic literature.

Three dimensional character. A character that has a variety of emotions, strengths, and weaknesses.

Tone. The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

Underrepresented artist. Those who work in nontraditional art forms.

Visual. Physical element involving sight.

**Introduction to Theatre
Quality Core Curriculum
K-2**

Because students at this age should celebrate the true joy of experiential theatre learning, the QCC contains many content standards in which students are actively and physically involved in the creative process. Students are exposed to theatre through a creative dramatics approach in which material can be drawn from literature, art, music, current events, or other content areas. Much instruction in these grades is designed as group process and vocal response. The process work becomes formalized in the second grade as the creative dramatic process mirrors the language arts' writing process, reinforcing interdisciplinary connections.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Fine Arts: Theatre Arts: Grade 2

Artistic Skills and Knowledge: Creating, Performing, Producing

FATA.2.1	Recognizes simple drama and theatre terms (e.g., pretend, character, actor)	Definition of Terms	Vocabulary	
FATA.2.2	Demonstrates cooperative interaction in drama activities	Artistic Discipline	Teamwork and Collaboration	
FATA.2.3	Defines the basic elements of drama: who, what, when, where, and why	Scripting	Dramatic Elements	
FATA.2.4	Plans and develops simple dramas in a group setting	Scripting	Writing Process	
FATA.2.5	Recalls and relates details of sensory and emotional experiences	Acting	Sensory Awareness	
FATA.2.6	Uses imagination to transform objects and environments in drama activities	Acting	Imagination	
FATA.2.7	Uses movement to communicate attitudes, feelings, and mood of characters	Acting	Body Movement	
FATA.2.8	Designates playing areas for dramatizations	Acting	Stage Movement	
FATA.2.9	Communicates ideas, feelings, and characters through voice, speech, and language	Acting	Voice, Speech, and Language	
FATA.2.10	Identifies a character's actions, traits, and feelings through assuming roles in drama activities	Acting	Characterization	
FATA.2.11	Uses available materials to arrange or create simple scenery, costumes, props, and sound/music for drama activities	Technical Theatre	Design/Production	
FATA.2.12	Locates information about topics that become the content for dramas	Research Resources	Drama Content	

650

651

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.2.13	Dramatizes literature and original stories through story drama, pantomime, puppetry, and readers' theatre	Creating Theatre	Dramatic Form	
FATA.2.14	Demonstrates an understanding that different types of literature can be enacted	Creating Theatre	Dramatic Form	
FATA.2.15	Compares the writing process to the creative drama process	Creating Theatre	Process	
FATA.2.16	Participates in and communicates through the creative drama process in a group setting PRE-PLAYING -Participates in warm-up activities -Generates ideas about story, topic, or theme PREPARATION -Listens to story and discusses ideas -Determines drama elements: who, when, where, and what; sequence of actions PLAYING -Assumes roles in drama EVALUATION/REFLECTION -Critiques playing Discusses meaning REPLAY -Builds on suggestions -Enhances with simple technical element SHARING -Shares drama with an audience	Creating Theatre	Process	

Connections

FATA.2.17	Differentiates between theatre and other arts forms	Other Arts		
FATA.2.18	Uses other disciplines such as social studies, language arts, foreign languages, physical education, and science for ideas for drama	Connecting	Other Disciplines	
FATA.2.19	Uses existing technology to enhance dramatic play, narrated pantomime, story dramas, and other drama activities	Technology		
FATA.2.20	Dramatizes ideas, concepts, and events based on the Social Studies curriculum topic: Neighborhoods and Cultures and Customs Now and Then	Other Disciplines		

652

653

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Critical Analysis and Aesthetic Understanding				
FATA.2.21	Explains personal preferences about dramatic presentations.	Presentations	Responding	
FATA.2.22	Recognizes explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.	Theatre Presentations	Evaluation	
FATA.2.23	Recognizes implicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.	Theatre Presentations	Interpretation	
FATA.2.24	Responds to literal, inferential, and evaluative questions about dramatic presentations.	Theatre Presentations	Interpretation	
FATA.2.25	Describes role and responsibility of the audience.	Audience	Audience Role	
Historical and Cultural Context				
FATA.2.26	Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.	Theatre Resources		
FATA.2.27	Identifies similarities and differences in cultures by enacting stories, folklore, and literature from various countries and historical periods.	Multicultural/Social Heritage	Cultural Context	

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654

655

Introduction to Visual Arts Quality Core Curriculum K-12

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

Art History: Historical and Cultural Context

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

Interdisciplinary Connections

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

Visual Arts Glossary

Abstract. Generalized art which retains the essence or characteristics of a recognizable subject or object.

Additive sculpture. Modeling a sculpture by adding materials to it until the desired effect is maintained.

Aerial perspective. The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

Aesthetics. A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

Airbrush. Atomizer operated by compressed air used for spraying paint.

Analogous. Three colors that are next to each other on a color wheel and which have a common hue.

Analysis. Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

Animation. The illusion of movement caused by successive presentations of inanimate objects in rapid order.

Architecture. The art of designing and planning the construction of buildings, cities, and/or bridges.

Art history. A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

Arts disciplines. Studies which include dance, music, theatre, and visual arts.

Assess. To analyze and determine the nature and quality of achievement through means appropriate to the subject.

Asymmetrical balance. An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

Aural. Art that incorporates sound.

Background. The part of the picture plane that seems to be farthest from the viewer.

Balance. A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

Batik. A system of dyeing fabric in which selected areas are protected from the dye with wax.

Biomorphic. See organic.

Calligraphy. The art of lettering.

Ceramics. Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

Collage. A collection of materials arranged for a composition or design on a flat surface.

Color. A visually perceived hue.

Color scheme. Plan for organizing color.

Complementary. Colors opposite each other on a color wheel that contrast with each other.

Composition. The way in which the parts of an artwork are put together or organized.

Content. Message the artist is trying to communicate in a work of art.

Context. A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

Contour. Interior and exterior edges of objects.

Contour line. A line that follows the edges or edge of a shape or form.

Contrast. Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

Cool colors. Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

Create. To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Critical process. Description, analysis, interpretation, and evaluation used in discussing artworks.

Criticism. Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

Critique. To review, analyze, and discuss works of art.

Cross cultural. Art across cultures (intercultural).

Culture. Behaviors, customs, ideas, and skills of a distinct group of people.

Dominance. A principle of design where one element is emphasized.

Edition. A set number of productions of a work of art.

Elements of design. Line, shape, form, color, space, texture, and value.

Emphasis. A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

Enameling. The process of firing special powder or enamel pigments on copper or silver in a kiln.

Ethnic art. Art inspired by a specific culture.

Exhibitions. An organized display of works of art.

Explore. A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

Expression. A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Fiber arts. Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

Folk art. A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

Foreground. The space which appears to be closest to the viewer.

Form. 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

Free-flowing (Free-form). Any curvilinear, asymmetrical shape not bound by hard edges.

Functional art. Art designed for a certain purpose.

Functions (and purposes) of art. Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

Geometric form. Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

Geometric shapes. Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

Glazing. A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

Gradation. A gradual smooth change from light to dark, rough to smooth, or one color to another.

Graphic design. A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

Handbuilding. A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

Harmony. The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

Horizon line. The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

Hue. The name of a color.

Illustration. A work of art that usually seeks to join visual and discursive information for the purposes of communication.

Intensity. The brightness (purity) or dullness of a color, also known as chroma.

Intermediate colors (Tertiary). A color made by mixing a primary color with a secondary color.

Jewelry. A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

Kinetic. Art designed to move by natural or man-made forces.

Line. An uninterrupted actual mark or implied direction going from one point to another.

Linear perspective. Showing depth and distance in a picture with converging lines.

Maquettes. A small sculpture made as a preliminary model.

Materials. Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

Media. Broad categories for grouping works of visual art according to the art materials used.

Media arts. Art forms that deal with electronic technologies.

Middle ground. A term used to define a level surface behind the foreground and in front of the background.

Mixed media. The use of different materials in the same work of art.

Model or modeling. To shape or build up with malleable media.

Monochromatic. Uses only one hue and variations obtained from its tints, shades, and tones.

Montage. A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

Mosaic. A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

Motif. A recurring element, subject, or theme in works of art.

Movement. A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

Movements (arts). Refers to an historical or cultural period when certain styles became prevalent.

Multi-cultural. Refers to more than one culture.

Negative space. The space around and through a shape or object.

Neutral colors. Colors formed by mixing complementary colors on the color wheel.

Non-objective. Shapes/forms created with no regard to an identifiable subject or object.

One-point perspective. A system of creating the illusion of space in the picture plane using one vanishing point.

Organic form. Three-dimensional free-flowing shapes found in nature.

Organic shape. Two-dimensional or flat free-flowing shapes found in nature.

Origami. The art of Oriental paper folding.

Papier Maché. A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

Pattern. Repetition of a motif involving line, shape, color, value, or space in a composition.

Perception. Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Perspective. The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

Photogram. A process in which light-sensitive paper is exposed with objects to create positive and negative space.

Photography. The technique of capturing optical images on light sensitive surfaces.

Pin hole camera. A hand made camera using a pin hole opening to expose the film to light.

Pointillism. A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

Portfolio. A comprehensive collection of student work.

Positive space. The space in a composition occupied by the subject or objects.

Primary colors. Red, yellow, blue.

Principles of design. Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

Printmaking. The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

Process. A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

Proportion. Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult $7\frac{1}{2}$ heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.
- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

Radial balance. Type of balance in which forces or elements of a design come out from a central point.

Realism. A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

Repetition. A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

Rhythm. Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

Scale. Proportion.

Sculpture. Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

Secondary colors. Colors created by mixing two primary colors; orange, green, and violet.

Self-portrait. A rendering of the artist's own likeness.

Shade. A color with black added to it to change color value.

Shading. Gradation of tone or filling in areas through shadows.

Shape. Any two-dimensional area defined by line, color, tones, or edges.

Space. A perceived area or surface.

Spatial. Of, or existing, in space.

Split-complementary colors. A color and the two colors on either side of its complement on the color wheel.

Stained glass. Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

Structures. Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

Style. An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

Subtractive sculpture. Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

Symbol. Something that stands for, or represents, something else.

Synthesis. Combining of parts into a whole.

Tactile. Appealing to the sense of touch.

Techniques. Specific methods or procedures used in a larger process; for example, graduation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

Technologies. Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

Temporal. Worldly; or time; art enduring for a time.

Tertiary. The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

Texture. The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

Theme. A subject or topic in artwork.

Three-dimensional form. Objects which have height, width, and depth.

Thumbnail sketches. Small drawings used to develop an idea or composition.

Timeline. Chart showing the chronological progression of art history.

Tint. A color with white added to raise or lighten its value.

Tone. Changes in intensity.

Triadic. The colors found on the color wheel which form an equilateral triangle.

Two-dimensional. Flat area having height and width but no actual depth.

Two-point perspective. Perspective viewed when an object is observed from an angle. There are two vanishing points.

Unity. A principle of design referring to the arrangement of a work in which all parts seem interrelated.

Value. The element of art that refers to the lightness or darkness of an object or color.

Value scale. Gradation of dark to light usually made on a scale of 1-10.

Variety. A principle of design concerned with difference or contrast.

Visual art. A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Warm colors. Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

VISUAL ARTS CONTENT MATRIX, GRADE K-5

Content Features SUBJECTS/THEMES	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	Animals Farms People Zoo Food Weather Plants Clothing Literature Transportation Artists in Community My Family At Play National Symbols Customs of Holidays Vacation My Neighborhood Real & Make Believe Community Helpers Self-awareness Habitats Communication Modes	Celebrations Imagination Family Units and Family Members Jobs/Responsibilities Artists in Community Community Buildings American Citizens Community Helpers Machines Help People Lights & Shadows Weather & Seasons Celestial Objects Animals, Plant Parts Movement and Energy Literature (Stories)	Symmetry, Patterns Light and Shadow, Sun Landscapes Rock/Soil Weather By Seasons Plant/Animal Habitats Literature (Stories) Native Americans Colonists and Early American Settlers Communities Long Ago And Today People Playing Music Instruments Symbols Famous People Folk Games Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ Who Makes Art?	Shapes and Solids Same Size, Shape, But Different Position Measurement Simple Machines Shadow Changes Earth's Surface: Volcanoes, Erosion, Earthquakes Changes that Occur With Time Local Community History Urban, Suburban and Rural Communities Symbols/Observances of American Heritage Native Americans	Architecture Solid Figures Earth Materials and Features Adaptation of Plants and Animals to Their Environment Seascapes in Art Forest, Desert, Plains, Mountain Landscapes Climate People: Different and Similar Georgia History and Geography Famous People Still Lives	Westward Expansion American Revolutionary War World War I and World War II Eras Art and Technology Industrialization Immigrants Art of Canada Literature (stories, poems): Emotions Ratio and Percent Properties of Planes and Solids Measure (Angles) Big Ideas in Art
ELEMENTS OF ART PRINCIPLES OF DESIGN	Colors: Red, Yellow, Blue, Orange, Violet, Green, Black, Brown, Gray, White (Pigment colors), Lines: Shapes: Geometric & Organic, Forms; Textures; Patterns	Colors: Primary and Secondary; Lines: Outlines, Edges; Shapes: Geometric and Organic; Form: Not Flat; Space: Positive and Negative; Textures: Sight and Touch; Overlapping, Shapes; Patterns; Organizing By Size and Shape	Colors: Warm and Cool; Tints and Shades; Lines: Horizontal; Vertical and Diagonal; Shapes: Overlapping, Size and Placement; Form: Geometric Solids, Space: 2-D Shapes and 3-D; Forms; Balance: Symmetry and Radial; Movement and Rhythm	Colors: Intermediate, Values; Lines: Expressive, Descriptive and Directional (parallel); Textures: Implied and Actual; Space: Fore-ground, Middleground and Background; Balance: Symmetrical and Asymmetrical; Center of Interest/Emphasis	Colors: Hues, Value, Intensity, Neutrals, and Complementary; Shapes and Space: Positive and Negative; Space: Overlapping, Placement (Scale), Color Intensity, Detail, Movement: Point of View; Lines: Different Functions; Contrast	Colors: Analogous, Complementary and Monochromatic; Form: Open/Closed; Linear Perspective; Proportion; Contrast Lines, Shapes, Space, Forms, Textures
ART MATERIALS	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Clay, Paper, Fibers, Wood, Mixed Media, Technology, Watercolors, Inks	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors, Papier-mâché	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Jewelry, Technology, Inks, Watercolors, Papier-mâché	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks

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Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ART TECHNIQUES	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliqué	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliqué
ART PRODUCTS	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Architecture, Rubbings, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Puppets, Architecture, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Paintings, Weavings, Stitcheries, Architecture, Puppets, Computer Art, Landscapes, Banners, Quilts, Logos, Designs, Mosaics, Sculptures	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Weavings, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Paintings, Landscapes, Quilts, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Collograph, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Computer Art, Paintings, Mosaics, Landscapes, Quilts, Seascapes, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Paintings, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Quilts, Collographs
FUNCTIONS OF ART	Self-expression Symbols of Nationhood (Flag)	Self-expression Habitation	Self-expression Celebration Contribution to Play and Recreation	Self-expression Depiction of Historical Event, People and Times Cultural Values and Beliefs	Self-expression Habitation Utilitarian Depiction of Event, People, and times	Self-expression Symbols of Affiliation Communication Realism Emotionalism/ Expressionism Structuralism/ Formalism
STYLES OF ART			Early American Art Colonial Art Native American Art Representational Art	Colonial Art Early American Art Native American Art Non-Western Art	Native American Art Colonial Art Non-Western Art	American Art of the West Art of North American (Canada) and Europe Representational Art

**Introduction to Visual Arts
Quality Core Curriculum
Elementary School Art**

At the elementary level, the visual arts program is designed to build concepts, skills, knowledge, and aesthetic awareness corresponding to the development and maturation of the young child. The curriculum builds observation skills and encourages exploration of imagination. The student learns to make choices that enhance communication of his or her ideas. Students learn to coordinate their hands and minds in explorations through the manipulation of various tools, processes, and media. New techniques, approaches, and habits for applying knowledge and skills are developed. Cognitively, students develop a sense of history, including an ability to value art created by different cultures. Through critical analysis of their own work and that of other artists, students learn to interpret the meaning of artwork and to judge its purpose and value. Exposing students to technology will give them the opportunity to synthesize art skills and problem-solving skills with technological advances. At this level students begin to understand the meaning and impact of the visual world in which they live.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Visual Arts: Grade 2				

Artistic Skills and Knowledge: Creating, Performing, Producing

FAVA.2.1	Mixes white with colors to create tints and black with colors to create shades (values)	Art Production	Color	
FAVA.2.2	Uses a variety of art materials and techniques to model, construct, and compose original artworks (See Introduction: Matrix)	Art Production	Three-dimensional Qualities	
FAVA.2.3	Creates artworks (drawings, paintings, pottery, sculptures, prints, fiber arts, and mixed media arts) emphasizing one or more of the arts elements, e.g., warm and cool colors, line, shape, form, texture, value, and the principles of movement, rhythm, repetition (pattern), and spatial techniques (overlapping, size placement of shapes)	Art Production	Creative Expression Through Art	
FAVA.2.4	Creates artworks based on close observation of familiar objects (representational artworks)	Art Production	Direct Observation	
FAVA.2.5	Demonstrates proper care and safe use of materials and tools	Art Production	Maintenance and Safety	

Connections

FAVA.2.6	Discusses how culture and environment provide inspiration for creating artworks	Interdisciplinary	Culture & Environment	
FAVA.2.7	Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks (See Introduction: Matrix)	Interdisciplinary	Other Subject Relationships	

Critical Analysis and Aesthetic Understanding

FAVA.2.8	Describes red, yellow, and orange as warm colors and green, blue, and violet as cool colors	Criticism	Color	
FAVA.2.9	Recognizes tints and shades in artworks	Criticism	Value	

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAVA.2.10	Differentiates horizontal, vertical, and diagonal lines	Criticism	Line	
FAVA.2.11	Explains how space surrounds two-dimensional shapes and three-dimensional forms	Criticism	Space	
FAVA.2.12	Demonstrates how artists use spatial techniques such as overlapping, size, and placement of shapes	Criticism	Spatial Techniques	
FAVA.2.13	Identifies symmetrical (formal) and radial balance in artworks and in nature	Criticism	Balance	
FAVA.2.14	Discusses how artists create movement and rhythm in selected artworks	Criticism	Movement/Rhythm	
FAVA.2.15	Examines two artworks of the same subject identifying similarities and differences	Criticism	Visual Characteristics	
FAVA.2.16	Discusses expressive qualities of artworks and gives personal interpretation of each	Criticism	Expressive Qualities	
FAVA.2.17	Discusses and compares own definition of art with that of others	Aesthetics	Aesthetic Perception	
FAVA.2.18	Discusses why people make art	Aesthetics	Aesthetic Perception	
Historical and Cultural Context				
FAVA.2.19	Makes statements about the functions (purposes) of particular artworks and the culture that produced them	Art History	Culture	
FAVA.2.20	Explains the use of symbols and cultural icons in selected artworks, such as flags, jewelry, uniforms, products, and company logos	Art History	Symbols	

690

691



Georgia's Quality Core Curriculum

Grade 3



Georgia's Quality Core Curriculum

Language Arts Grade 3

**Introduction to Language Arts
Quality Core Curriculum
K-12**

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

Introduction to Language Arts Quality Core Curriculum K-5

The major goal of the K-5 Language Arts QCC revision team was to promote higher academic achievement of Georgia students by improving their literacy and communication skills. The K-5 Language Arts team consisted of a cross-section of educators throughout Georgia including classroom teachers, curriculum specialists and a parent representative. State Department of Education personnel facilitated the process.

The focus of the revision was to make the QCC more readable and understandable; to make the standards clear, concise and sequential; and to assure that the standards are measurable. To revise the original QCC document, team members researched proven practices in language arts, standards and benchmarks from other states, objectives for nationally normed language arts tests and criteria for the Georgia writing assessment. Representing a wide array of philosophies, the team reached consensus, and a stronger, more balanced curriculum resulted.

The QCC revision process established more rigorous academic standards and identified content knowledge and skills that Georgia students must possess to be productive citizens.

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and speaks in informal conversations with peers and adults.	*									
Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.		*	*	*	*	*	*	*	*	*
Listens to a variety of literary forms, including stories and poems.	*	*	*							
Listens and responds to a variety of literary forms.				*	*					
Listens and responds to a variety of literary forms including prose, poetry, and drama.						*	*	*	*	*
Follows one- and two-part oral directions.	*									
Follows two- and three-part oral directions.		*								
Follows three-part oral directions.			*							
Follows multiple oral directions.				*	*	*				
Follows oral directions and asks questions for clarification.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

700

701

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Repeats auditory sequences: letters, words, numbers, and rhythmic patterns.	*									
Recognizes rhyming words.	*									
Recites short poems, rhymes, songs, and stories with repeated patterns.	*									
Participates in choral speaking and creative drama.	*									
Recalls information presented orally.		*								
Recalls and interprets information presented orally.			*							
Uses oral language for different purposes: to inform, to persuade, and to entertain.			*	*	*	*	*	*	*	
Recalls, interprets, and summarizes information presented orally.				*	*	*	*	*	*	*
Delivers a planned oral presentation.						*	*	*	*	
Adjusts manner and style of speaking to suit an audience and situation.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Speaks so others can hear and understand.										*
Defends conclusions rationally.										*
Paraphrases and discusses information.						*	*	*	*	*
Summarizes and/or records orally presented information.						*	*	*	*	*
Interprets the meaning of questions in order to give an appropriate response.		*								
Responds to questions on orally presented materials.			*							
Responds appropriately to various types of questions on orally presented material.				*						
Responds to literal, inferential, and evaluative questions on orally presented material.					*	*	*	*	*	*
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Communicates effectively when using descriptive language, relating experiences, and retelling stories.	*									
Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.		*	*	*	*	*	*	*	*	*
Uses a variety of language patterns and sentence structures.		*	*							
Uses increasingly complex sentence structures in oral communication.			*	*	*	*				
Determines the literal and figurative meaning of words.					*	*				
Demonstrates an understanding of words and ideas when heard in context.		*								
Determines the meaning of a word based on how it is used in an orally presented sentence.			*	*	*					
Adjust manner and style of speaking to suit an audience and situation.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses grade/age appropriate standard American English when communicating orally.			*	*	*	*				
Paraphrases and discusses information.						*	*	*	*	
Begins to discriminate between spoken words and sentences.	*									
Summarizes and/or records orally presented information.							*	*	*	
Blends sounds orally to make words.	*	*	*	*						
Divides words into syllables.		*	*	*						
Participates in oral presentations.							*	*	*	*
Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions.							*	*	*	
Develops awareness of nonverbal communication such as gestures, body language, and facial expressions.							*	*	*	*
Uses standard conventions of American English in appropriate settings.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and responds to various language patterns and literary forms including regional examples (dialect).							*	*	*	
Responds to literal, inferential, and critical questions.							*	*	*	*
Determines the denotative and connotative meanings of words in oral context.							*	*	*	*
Records orally presented information (note-taking).							*	*	*	*
Critically responds to various media. Evaluates messages and effect of mass media.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes own name in print.	*									
Recognizes words in familiar contexts.	*									
Recognizes common signs and logos.	*									
Holds print materials in correct position.	*									
Demonstrates left-to-right and top-to-bottom progression.	*									
Discriminates visual similarities and differences in words.	*									
Distinguishes between written letters, words, and sentences.	*									
Identifies upper- and lower-case letters of the alphabet out of sequence.	*									
Associates sounds with letters.	*									
Verbalizes consonant sound when shown the consonant letter.	*									
Recognizes rhyming words (e.g., CVC words, word families, etc.).	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads selected sight words.	*									
Recalls orally a series of three visually presented items.	*									
Uses words that signal sequence relationships such as first, next, and last.	*									
Classifies by characteristics such as color, size, shape, structure, and function.	*									
Sequences pictures to tell a story.	*									
Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes.	*									
Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings.	*									
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.		*								
Classifies and categorizes words into sets and groups with common characteristics.		*	*	*	*	*	*	*	*	
Follows written directions.			*	*	*	*	*	*	*	*
Reads a variety of materials for information and pleasure.			*	*	*	*	*	*	*	*
Reads for a variety of purposes in different kinds of texts.				*	*	*	*	*	*	*
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.		*								
Using beginning, medial, and ending consonants to orally decode one and two syllable words.		*								
Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words.		*								
Using consonant blends and diagraphs to orally decode one- and two-syllable words.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.			*	*	*	*				
Using beginning, medial, and ending consonants to orally decode words.			*	*	*	*				
Using short, long, and "r" controlled vowel sounds to orally decode words.			*	*	*	*				
Using consonant blends, digraphs, and diphthongs to orally decode words.			*	*	*	*				
Uses word order and sentence structure to read. (Syntax-"Does it sound right?")		*	*	*	*	*	*	*	*	
Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")		*								
Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")			*	*	*	*	*	*	*	*
Increases existing sight vocabulary (instant recognition).		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.		*	*	*	*	*	*	*	*	
Reads with fluency and expression.		*	*	*	*	*	*	*	*	*
Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Identifies the main characters.		*	*	*	*					
Identifies the characters' actions, motives, emotions, traits, and feelings.		*	*	*	*	*				
Draws conclusions and makes predictions and comparisons.		*	*							
Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.				*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.		*	*	*	*	*	*	*	*	*
Distinguishes between fact and opinion.					*	*	*	*	*	*
Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*	*	*	*	*
Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."		*	*	*	*	*				
Uses knowledge of root words, prefixes, and suffixes in word recognition.		*	*	*	*	*	*	*	*	*
Recognizes simple word opposites.	*	*	*							
Uses knowledge of synonyms, antonyms, and homophones when reading.				*	*	*	*	*	*	
Identifies story development, author's purpose, and point of view.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses context clues to determine meaning of unknown words.							*	*	*	*
Adjusts reading speed according to purpose and rereads for comprehension.							*	*	*	*
Recognizes persuasion techniques in propaganda and advertising.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Experiences traditional and contemporary literature through a variety of media.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and evaluative questions about literature.	*	*	*	*	*	*	*	*	*	*
Responds appropriately to questions about author's purpose, techniques, character development, and plot structure.					*	*	*	*	*	*
Demonstrates an interest in various types of self-selected literature through daily reading.		*	*	*	*	*	*	*	*	*
Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*				
Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths).							*	*	*	*
Discriminates between realism and fantasy.		*	*	*						
Distinguishes between fact and opinion.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes cultural diversity represented in literature.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and critical questions about literature.							*	*	*	*
Recognizes bias and stereotypes.							*	*	*	*
Recognizes relevance of data.							*	*	*	*
Interprets written instructions and other directive information.							*	*	*	*
Applies reading strategies to specific content and subject matter.							*	*	*	*
Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.							*	*	*	*
Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.).							*	*	*	*
Experiences traditional and contemporary literature through a variety of media.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes writer's purpose in fiction and nonfiction.							*	*	*	*
Recognizes cultures and values represented in literature.							*	*	*	*
Recognizes that literature reflects human experience.							*	*	*	*
Responds creatively to literature, drama, art, and multimedia projects.							*	*	*	*
Identifies and chooses literature according to personal interests.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

730

731

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Dictates information for experience stories.	*									
Uses examples from literature to create individual and group stories.	*	*	*	*	*	*	*	*	*	
Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	*									
Uses correct spelling for frequently used sight vocabulary.		*	*	*	*	*	*	*	*	*
Uses learned phonetic strategies to spell correctly.		*	*	*	*	*				
Writes a minimum of three sentences about a topic.		*	*							
Writes a short paragraph about a topic.				*						
Writes selections (compositions) of three or more paragraphs about a topic.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words.		*	*							
Writes about self-selected topics.				*	*	*	*	*	*	*
Writes in a variety of genres to produce paragraphs and compositions:										
Personal narratives				*	*	*	*	*	*	*
Imaginative stories				*	*	*	*	*	*	*
Responses to literature				*	*	*	*	*	*	*
Content area pieces				*	*	*	*	*	*	*
Correspondence (including writing letters and addressing envelopes).			*	*	*	*	*	*	*	*
Expository Pieces						*	*	*	*	*
Persuasive Pieces							*	*	*	*
Applies correct principles of grammar:										
Writes complete sentences			*							*
Uses correct capital letters			*							*
Uses correct punctuation			*							*
Applies correct rules of usage and expression.			*							*
Applies correct principles of grammar, parts of speech, usage, and mechanics:										
Writes complete sentences				*						*
Uses correct capitalization and punctuation				*						*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses correct word structure				*						*
Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory				*						
Identifies the parts of a sentence in various sentence patterns (simple subject and predicate).				*						
Forms singular, plural, and possessive nouns.				*						
Applies standard conventions of American English in subject-verb agreement				*						*
Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences				*						
Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.)					*	*	*	*	*	*
Communicates ideas by using the writing process:										
PREWRITING										
Generates ideas		*	*	*	*	*	*	*	*	*
DRAFTING										
Focuses on topic		*	*	*	*	*	*	*	*	*
Uses prewriting ideas to complete first draft		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
REVISING										
Expands use of descriptive words	*	*	*	*	*	*	*	*	*	*
Improves sequence			*	*	*	*	*	*	*	*
Adds variety of sentence types			*	*	*	*	*	*	*	*
Organizes writing to include a clear beginning, middle, and ending.			*	*	*	*	*	*	*	*
EDITING										
Begins each sentence and proper noun with a capital letter	*	*	*	*	*	*	*	*	*	*
Uses correct spelling	*	*	*	*	*	*	*	*	*	*
Uses appropriate punctuation	*	*	*	*	*	*	*	*	*	*
Uses complete sentences	*	*	*	*	*	*	*	*	*	*
PUBLISHING										
Shares writing with others.	*	*	*	*	*	*	*	*	*	*
Increases writing vocabulary.						*	*	*	*	*
Uses descriptive words and phrases.						*	*	*	*	*
Uses various organizational strategies, styles, and purposes.						*				
Experiments with organization, style, purpose, and audience.							*	*	*	*
Uses available technology to assist in writing.		*	*	*	*	*	*	*	*	*
Uses left to right pattern of writing.	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Prints name, self-selected words, and letters of the alphabet.	*									
Copies simple shapes, designs, numerals, and letters.	*									
Prints legibly:										
Correctly forms letters and numbers;		*	*							
Correctly spaces words and sentences.		*	*							
Begins to recognize cursive letters.			*							
Writes legibly:										
Correctly forms letters and numbers				*	*	*	*	*	*	
Correctly spaces words and sentences				*	*	*	*	*	*	
Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses various types of writing (personal, academic, business, and vocational).							*	*	*	*
Uses dialogue in writing.							*	*	*	*
Composes and revises using a computer.										*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory.					*	*	*	*	*	
Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs.					*	*				
Identifies the eight parts of speech and their uses in a sentence.							*	*	*	
Identifies the parts of a sentence in various sentence patterns:										
subjects (simple and compound)					*					
predicates (simple and compound)					*					
modifiers					*					
Identifies the parts of a sentence in various sentence patterns:										
subject (simple and compound)						*	*	*	*	
predicates (simple and compound)						*	*	*	*	
modifiers (words and prepositional phrases)						*	*	*	*	
complements (predicate adjectives, predicate nominative, direct objects)							*	*	*	
Forms singular, plural, and possessive nouns.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies principal parts and tenses of regular and irregular verbs.					*	*	*	*	*	
Identifies types of pronouns: subject, object, possessive.					*	*	*	*	*	
Writes simple and compound sentences and avoids fragments and run-on sentences.					*	*	*	*	*	*
Applies standard conventions of American English in:										
Subject-verb agreement					*	*	*	*	*	*
Cases of personal pronouns					*	*	*	*	*	*
Principal parts of verbs					*	*	*	*	*	*
Comparisons of adjectives and adverbs					*	*	*	*	*	*
Pronoun/Antecedent							*	*	*	*
Applies standard rules of capitalization.					*	*	*	*	*	*
Applies standard rules of punctuation.					*	*	*	*	*	*
Spells frequently used words correctly and applies common spelling rules.					*	*	*	*	*	*
Identifies types of pronouns such as personal, interrogative, demonstrative.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

747

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes simple and compound sentences and avoids run-ons and nonfunctional fragments.							*	*	*	*
Combines sentences using coordination (i.e., compound sentences).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing.	*									
Alphabetizes words to the first letter.		*								
Alphabetizes words to the second letter.			*							
Alphabetizes words to the third letter.				*						
Uses alphabetical order to locate information.					*	*	*	*	*	
Uses picture dictionaries as information sources.		*								
Uses beginning dictionaries as information sources.			*							
Uses abridged dictionaries to identify appropriate word meanings or correct spellings.				*	*					
Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses guide words to locate words in dictionaries and topics in encyclopedias.			*							
Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information.				*						
Uses guide words to locate information.					*	*	*	*	*	
Determines appropriate resource to answer specific questions.					*					
Locates information using the appropriate reference resources.						*	*	*	*	*
Recognizes the organization of fiction and nonfiction books in the media center.		*	*	*						
Uses call numbers to locate information in the media center.					*					
Recognizes the author, illustrator, and title as identifying items of information about a book.		*								
Recognizes the purpose of the title page and the table of contents.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses book parts including the title page, table of contents, and glossary as information sources.			*							
Uses book parts including title page, table of contents, index and glossary as information sources.				*	*					
List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date.						*	*	*	*	*
Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.		*								
Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources.			*							
Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information.				*	*					

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic.				*						
Skims material to locate specific information.				*						
Develops a simple outline from a short selection.					*	*	*	*	*	
Uses cross reference in multiple types of sources.						*	*	*	*	
Uses the media center and available technology as sources of information and pleasure.		*	*	*	*	*	*	*	*	*
Recognizes differences in paraphrasing, summarizing, and plagiarizing.							*	*	*	
Recognizes organizational systems used for collections or reference sources.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses research process by:										
-Choosing topic					*	*	*	*	*	*
-Formulating questions					*	*	*	*	*	*
-Identifying key words					*	*	*	*	*	*
-Selecting sources					*	*	*	*	*	*
-Skimming					*	*	*	*	*	*
-Paraphrasing					*	*	*	*	*	*
-Taking notes					*	*	*	*	*	*
-Organizing					*	*	*	*	*	*
-Presenting					*	*	*	*	*	*
Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic.							*	*	*	*
Analyzes information to determine relevance to topic.							*	*	*	*
Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Selects main ideas and supporting details from two or more sources and creates an outline.							*	*	*	
Documents sources with reference citations (bibliography or footnotes).							*	*	*	*
Uses a study technique:										
PQRST (preview, question, read, study, test)					*	*	*	*	*	
SQ3R (survey, question, read, review, report)					*	*	*	*	*	
PQ4R (preview, question, research, read, review, report)					*	*	*	*	*	
4R (research, read, review, report)					*	*	*	*	*	
Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.).							*	*	*	
Works as a team to solve problems.										*

* Standards will be reinforced as necessary each subsequent year

**Introduction to Language Arts
Quality Core Curriculum
Third Grade**

Third grade students in Georgia will be immersed in a literature-rich environment that includes classic and contemporary fiction and nonfiction selections. When reading orally and silently, third grade students will integrate phonetic strategies, a knowledge of syntactic and semantic relationships, and sight vocabulary to refine their comprehension skills. They will continue to expand their oral language skills by participating in conversations and discussions. Through the writing process, personal writing and research, the students will effectively communicate ideas. These students will receive direct instruction in cursive handwriting, while continuing to refine their manuscript handwriting skills. Students will use the media center and available technology as sources of information and pleasure.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Language Arts: Grade 3				

Oral Communication

LA.3.1	Adapts or changes oral language to fit situation by following the rules of conversation with peers and adults.	Listening/Speaking
LA.3.2	Listens and responds to a variety of literary forms.	Listening/Speaking
LA.3.3	Follows multiple oral directions.	Listening/Speaking
LA.3.4	Recalls, interprets, and summarizes information presented orally.	Listening/Speaking
LA.3.5	Uses oral language for different purposes: to inform, to persuade, and to entertain.	Listening/Speaking
LA.3.6	Responds appropriately to various types of questions on orally presented material.	Listening/Speaking
LA.3.7	Increases vocabulary to reflect a growing range of interests and knowledge.	Listening/Speaking
LA.3.8	Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.	Listening/Speaking
LA.3.9	Uses increasingly complex sentence structures in oral communication.	Listening/Speaking
LA.3.10	Determines the meaning of a word based on how it is used in an orally presented sentence.	Listening/Speaking
LA.3.11	Uses grade/age appropriate standard American English when communicating orally.	Listening/Speaking
LA.3.12	Blends sounds orally to make words.	Listening/Speaking

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.3.13	Divides words into syllables	Listening/Speaking		
Written Communication				
LA.3.14	Increases vocabulary to reflect a growing range of interests and knowledge	Reading		
LA.3.15	Classifies and categorizes words into sets and groups with common characteristics	Reading		
LA.3.16	Follows written directions	Reading		
LA.3.17	Reads a variety of materials for information and pleasure	Reading		
LA.3.18	Reads for a variety of purposes in different kinds of texts	Reading		
LA.3.19	*Applies phonetic strategies to read by: -Using initial consonant substitution in rhyming words and word families. -Using beginning, medial, and ending consonants to orally decode words. -Using short, long and "it" controlled vowel sounds to orally decode words. -Using consonant blends, digraphs, and digraphs to orally decode words	Reading		Skills *These skills were taught in kindergarten through second grade. If students are not applying these phonetic strategies, re-teach.
LA.3.20	Uses word order and sentence structure to read (Syntax - "Does it sound right?")	Reading		
LA.3.21	Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading (Semantics - "Does it make sense?")	Reading		
LA.3.22	Increases (growing) sight vocabulary (sight recognition)	Reading		
LA.3.23	Integrates language (increases context meaning) (uses semantic, phonetic, strategies, and sight vocabulary) when reading orally and silently	Reading		
LA.3.24	Reads with fluency and expression	Reading		

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.3.25	Recognizes EXPLICIT main idea, details, sequence of events, and cause-effect relationships in fiction and nonfiction.	Reading		
LA.3.26	Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction.	Reading		
LA.3.27	Identifies the main characters.	Reading		
LA.3.28	Identifies characters' actions, motives, emotions, traits, and feelings.	Reading		
LA.3.29	Draws conclusions, makes predictions, compares-contrasts, and makes generalizations.	Reading		
LA.3.30	Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.	Reading		
LA.3.31	Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).	Reading		
LA.3.32	Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."	Reading		
LA.3.33	Uses knowledge of root words, prefixes, and suffixes in word recognition.	Reading		
LA.3.34	Uses knowledge of synonyms, antonyms, and homophones when reading.	Reading		
LA.3.35	Uses examples from literature to create individual and group stories.	Writing		
LA.3.36	Uses correct spelling for frequently used sight vocabulary.	Writing	Spelling	
LA.3.37	Uses learned phonetic strategies to spell correctly.	Writing	Spelling	

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Friday, December 12, 1997

763

763

359

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.3.38	Writes legibly -Correctly forms letters and numbers, -Correctly spaces words and sentences	Writing	Penmanship	
LA.3.39	Writes a short paragraph about a topic	Writing		
LA.3.40	Writes about self-selected topics	Writing		
LA.3.41	Writes in a variety of genres to include -Personal narratives -Imaginative stories -Responses to literature -Content area pieces -Correspondence (including writing letters and addressing envelopes)	Writing		
LA.3.42	Applies correct principles of grammar, parts of speech, and usage and mechanics: -Writes complete sentences, -Uses correct capitalization and punctuation, -Uses correct word structure, -Identifies types of sentences according to purpose: declarative, interrogative, imperative, exclamatory -Identifies the parts of a sentence in various sentence patterns (Simple subject and predicate), -Forms singular, plural, and possessive nouns, -Applies standard conventions of American English in subject-verb agreement, -Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences	Writing		

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770

771

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.3.43	Communicates ideas by using the writing process. PREWRITING -Generates ideas DRAFTING -Focuses on topic -Uses prewriting ideas to complete first draft REVISING -Expands use of descriptive words -Improves sequence -Adds variety of sentence types -Organizes writing to include a clear beginning, middle and ending EDITING -Begins each sentence and proper noun with a capital letter -Uses correct spelling -Uses appropriate punctuation -Uses complete sentences PUBLISHING -Shares writing with others	Writing		
LA.3.44	Uses available technology to assist in writing	Writing		
LA.3.45	Experiences traditional and contemporary literature through a variety of media	Literature		
LA.3.46	Responds to literal, inferential, and evaluative questions about literature	Literature		
LA.3.47	Demonstrates an interest in various types of self-selected literature through daily reading	Literature		
LA.3.48	Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama)	Literature		
LA.3.49	Discriminates between realism and fantasy	Literature		
LA.3.50	Recognizes cultural diversity represented in literature	Literature		
LA.3.51	Alphabetizes words to the third letter	Reference/Study		
LA.3.52	Uses abridged dictionaries to identify appropriate word meanings or correct spellings	Reference/Study		

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.3.53	Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information	Reference/Study		
LA.3.54	Recognizes the organization of fiction and nonfiction books in the media center	Reference/Study		
LA.3.55	Uses book parts, including title page, table of contents, index, and glossary as information sources	Reference/Study		
LA.3.56	Uses various sources (e.g., periodicals, audiovisuals, software, encyclopedias) for information	Reference/Study		
LA.3.57	Begins the research process by selecting topic, formulating questions, and identifying key words about a chosen topic	Reference/Study		
LA.3.58	Skims material to locate specific information	Reference/Study		
LA.3.59	Uses the media center and available technology as sources of information and pleasure	Reference/Study		

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774

775



Georgia's Quality Core Curriculum

Mathematics

Grade 3

Introduction to Mathematics Quality Core Curriculum K-5

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers*, will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics as well as between mathematics and other disciplines.

The mathematical topics are organized by strands: Estimation, Fractions & Decimals, Geometry & Spatial Sense, Measurement, Number Sense & Numeration, Patterns & Relationships, Problem Solving, Statistics & Probability, Whole Number Computation, and Whole Number Operation. These strands extend throughout the K-12 Mathematics QCC, providing continuity and ensuring a smooth transition across elementary, middle, and high school programs. Algebra has been listed as a topic in the K-5 curriculum to alert K-5 teachers that the foundation of algebraic skills is being formed at the elementary level.

The Mathematics QCC is designed to support teachers as they instructionally maximize each child's mathematical experiences. Teachers are urged to provide for movement through the curriculum regardless of a student's current grade level. The use of concrete objects (manipulatives) and visual models is vital for students to understand concepts and explore processes. Knowledge acquisition requires a transition from concrete, through pictorial, to the more abstract for all students at all levels and ages.

This revision of the Mathematics K-5 QCC has incorporated national standards, state competencies, and standardized test objectives for each grade level. Concepts, skills, and content standards have been matched across grade levels to ensure continuity for the learning of mathematics. The revision team members hope that teachers will find this a useful tool when developing lesson plans and that it reduces the need to cross-reference other documents.

Incorporating technology in instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning environment. Calculators and computers are essential tools for learning and doing mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

The Mathematics QCC Revision Team has carefully considered and incorporated curriculum standards proposed by national and state initiatives as well as the revision evaluation suggestions provided by thousands of Georgians. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Mathematics: Grade 3				
Estimation; Problem Solving				
M.3.1	Applies estimation strategies beginning with front-end estimation and simple compatible numbers to predict appropriate results (see computation objectives)	Algebra	Estimation	Skills: Applies estimation strategies
Fractions & Decimals				
M.3.2	Relates models separated into 10 equivalent parts to the language of decimals, such as "five-tenths" rather than "point five"		Decimals	Skills: Relates fractions to decimals.
M.3.3	Identifies and writes fractions to describe parts of a whole using both regions and discrete sets (halves, thirds, fourths, sixths, eighths, and tenths)		Fractions	Skills: Describes parts of a whole using fractions.
M.3.4	Compares fractions with like denominators and explores comparison of fractions with unlike denominators using models.	Algebra	Fractions	Skills: Compares fractions.
Geometry & Spatial Sense				
M.3.5	Recognizes properties (such as sides, and angles) of geometric shapes (such as triangles, rectangles, circles, squares, and closed and not closed figures) and recognizes and names solid figures (such as cylinders, cones, spheres, and cubes)		Geometric Shapes	Skills: Recognizes plane and solid shapes.
M.3.6	Identifies and distinguishes among points, lines, line segments, rays, and angles.	Algebra	Geometry	Skills: Recognizes points, lines, line segments, rays, and angles.
M.3.7	Visualizes, draws, and compares geometric shapes in various positions/orientations		Spatial Sense	Skills: Compares geometric shapes.
M.3.8	Given a shape with a piece missing, selects the shape of the piece needed to complete the given shape.		Visualization	Skills: Recognizes a part of the whole.
Geometry & Spatial Sense; Patterns & Relationships				
M.3.9	Identifies geometric relations (parallel, inside, outside, same size, same shape, same size and shape, shorter/shortest, longer/longest, smaller/smallest, larger/largest), geometric transformations (same size and shape, but different position) and line of symmetry		Geometry	Skills: Recognizes geometric relationships.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
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Geometry & Spatial Sense; Problem Solving; and Patterns & Relationships

M.3.10	Sorts geometric shapes according to same shape (similar) and according to same shape and size (congruent).		Similarity and Congruency	Skills: Categorizes geometric shapes.
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Measurement

M.3.11	Measures, using appropriate instruments and appropriate units, length, capacity, weight, mass, time, and temperature. Length Millimeter Inch Centimeter Foot Meter Yard Kilometer Mile Capacity Milliliter Pint (Liquid & Dry) Liter Quart (Liquid & Dry) Ounce Gallon Cup Weight/Mass Gram Ounce Kilogram Pound Time Second Week Minute Month Hour Year Day Decade Century Temperature Degree Fahrenheit Degree Celsius		Measurement	Skills: Measures using appropriate units and instruments.
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M.3.12	Measures using concrete materials such as string to find perimeter and circumference, squares or tiles to find area, and cubes to find volume. Determines perimeter by adding lengths of sides.	Algebra	Measurement	Skills: Uses concrete materials to find perimeter and area.
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784

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785

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.3.13	Selects appropriate customary and metric units of measure. Length Millimeter Inch Centimeter Foot Meter Yard Kilometer Mile Capacity Milliliter Pint (Liquid & Dry) Liter Quart (Liquid & Dry) Ounce Gallon Cup Weight/Mass Gram Ounce Kilogram Pound Time Second Week Minute Month Hour Year Day Decade Century Temperature Degree Fahrenheit Degree Celsius		Measurement	Skills: Chooses appropriate units of measure.
M.3.14	Determines and estimates amounts of money up to \$5.00. Include amounts spent, change received, and equivalent amounts.		Money	Skills: Utilizes monetary values.
M.3.15	Tells time to the minute and measures elapsed time, and measures time before and after the hour.		Time	Skills: Measures time.
Measurement; Problem Solving				
M.3.16	Estimates or predicts measures of length, weight, volume, capacity, and temperature.		Estimation	Skills: Estimates measures.
Number Sense & Numeration				
M.3.17	Translates words to numerals and numerals to words up to 9,999.		Number Names	Skills: Translates numerals/words.
M.3.18	Recognizes different names for whole numbers through 9,999 including names in expanded notation form (9,000 + 900 + 90 + 9; 9 thousands, 9 hundreds, 9 tens, 9 ones, nine thousand, nine hundred, ninety-nine).	Algebra	Number Names	Skills: Recognizes different names for numbers through 9,999.

786

787

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.3.19	Identifies even and odd numbers.	Algebra	Number Theory	Skills: Identifies even and odd numbers.
M.3.20	Determines ordinal numbers through twentieth.		Ordinal Numbers	Skills: Identifies first through twentieth.
M.3.21	Relates concrete and pictorial models to numbers through thousands, and relates numbers to models, names numbers orally.		Place Value	Skills: Relates models to numbers.
M.3.22	Identifies place value through thousands and identifies the number of thousands, hundreds, tens, and ones in a given number.		Place Value	Skills: Identifies place value through thousands.
M.3.23	Identifies the rational number (whole numbers and simple fractions) corresponding to a given point on the number line.	Algebra	Rational Numbers	Skills: Relates rational numbers to points on the number line. Assessment Recommendations: Teacher documents student activities involving number line.

Number Sense & Numeration; Estimation

M.3.24	Uses a number line to determine to which multiple of 10 or 100 a given number (up to 1,000) is nearer.		Multiples	Skills: Uses a number line to round to the nearer ten or hundred. Assessment Recommendations: Teacher documents student activities involving number line.
M.3.25	Rounds two- and three-digit numbers to the nearer ten or hundred.		Rounding	Skills: Rounds to the nearest ten or hundred.

Patterns & Relationships

M.3.26	Recognizes numerical relationships through 9,999 (such as between, before, after, equal to, nearest to, least, and greatest).		Numerical Relationships	Skills: Recognizes numerical relationships.
M.3.27	Writes a number sentence represented by a picture or an array.		Multiplication	Skills: Translates picture or array into number sentences.

783

783

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.3.28	Compares and orders whole numbers through 9,999.		Sequencing	Skills: Compares and orders whole numbers.
M.3.29	Identifies subsets of given sets.	Algebra	Sets	Skills: Recognizes subsets.
M.3.30	Uses the terms: all, some, and none.	Algebra	Sets	Skills: Uses vocabulary pertaining to sets.

Patterns & Relationships; Number Sense & Numeration

M.3.31	Determines a pair of numbers or the missing element of a pair when given a relation or rule. Determines the relation or rule when given pairs of numbers.	Algebra	Functions	Skills: Determines relation or rule between two numbers.
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Patterns & Relationships; Number Sense & Numeration; and Whole Number Operations

M.3.32	Continues or completes a given number sequence counting by ones, twos, threes, fours, fives, tens, hundreds, and thousands (include skip-counting on a number line).	Algebra	Skip Counting	Skills: Counts using different increments.
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Patterns & Relationships; Problem Solving

M.3.33	Organizes elements of sets according to characteristics such as shading, color, shape, size, design, use, and number of sides.	Algebra	Sets	Skills: Categorizes elements.
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Problem Solving

M.3.34	Identifies information needed to solve a given problem.	Algebra	Problem Solving	Skills: Locates key information.
M.3.35	Selects appropriate operation (addition, subtraction, or multiplication) for a given problem situation.	Algebra	Problem Solving	Skills: Identifies key words for operation.
M.3.36	Employs problem-solving strategies (e.g., draw a picture, make a chart, graph, or table; guess and check; look for a pattern).	Algebra	Problem Solving	Skills: Uses problem-solving strategies.
M.3.37	Solves one- and two-step word problems related to appropriate third grade objectives. Includes oral and written problems and problem with extraneous information as well as information from sources such as pictographs, bar graphs, tables, and charts.	Algebra	Word Problems	Skills: Solves one- and two-step word problems.

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790

791

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Statistics & Probability				
M.3.38	Locates points on a map or grid.	Algebra	Coordinate Geometry	Skills: Locates points on a map or grid.
Statistics & Probability; Problem Solving				
M.3.39	Organizes data into charts and tables and constructs bar graphs using scales of one, two, five, or ten units and pictographs using scales of one, two, three, four, five, or ten units.	Algebra	Graphs	Skills: Constructs charts, tables, and graphs.
M.3.40	Collects, reads, interprets, and compares data in charts, tables, and graphs.	Algebra	Graphs	Skills: Analyzes data.
M.3.41	Determines probability of a given event through exploration (equally likely, least likely, and most likely).	Algebra	Probability	Skills: Explores probability. Assessment Recommendations: Document activities.
Whole Number Operations				
M.3.42	Multiplies whole numbers up to two-digit by one-digit numbers using models and three-digit by one-digit numbers using computational strategies.		Multiplication	Skills: Uses various strategies to perform multiplication.
M.3.43	Relates concrete and pictorial models to multiplication and division.		Multiplication and Division	Skills: Demonstrates readiness for multiplication and division.
M.3.44	Relates division to multiplication and uses models such as partitioning, and repeated subtraction to divide one- and two-digit numbers by one-digit numbers without and with remainders.	Algebra	Multiplication and Division	Skills: Relates division to multiplication.
M.3.45	Determines basic multiplication and division facts through 9×9 by using strategies such as skip-counting, multiplying by zero and one, dividing by one, splitting arrays, commutative property of multiplication, and using known facts to find unknown facts.		Multiplication and Division	Skills: Applies strategies for multiplication and division.
M.3.46	Uses properties of addition and multiplication (including commutative, associative, and properties of zero and one).	Algebra	Number Theory	Skills: Uses properties of addition and multiplication.

792

793

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Whole Number Operations; Fractions & Decimals; and Patterns & Relationships				
M.3.47	Selects appropriate symbol (+, -, x, ÷, <, >, =) for use in a number sentence.		Number Sentences	Skills: Selects appropriate symbols.
Whole Number Operations; Whole Number Computation				
M.3.48	Adds and subtracts whole numbers (one-, two- and three-digits, without or with regrouping), initially using manipulatives and then connecting the manipulations to symbolic procedures (problems presented vertically and horizontally with the horizontal problems rewritten vertically).		Addition and Subtraction	Skills: Adds and subtracts whole numbers.
M.3.49	Recalls basic multiplication facts through 9 x 9.		Multiplication	Skills: Masters basic multiplication facts.
Whole Number Operations; Whole Number Computations				
M.3.50	Applies mental computation strategies (such as counting up, counting back, simple compatible numbers, doubles, making ten, multiples of ten) to addition and subtraction, and to simple multiplication and division.		Mental Computation	Skills: Applies mental computation strategies. Assessment Recommendations: Documentation such as teacher observation of student activities or checklist.

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794

795



Georgia's Quality Core Curriculum

**Science
Grade 3**

Introduction to Science Quality Core Curriculum K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching,

and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.
- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.
- Uses indices, tables of contents, and online searches to locate information related to science concepts.

Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

Tools

Uses appropriate tools to collect and analyze data and solve problems.

Basic Process Skills

Observation includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

Classification includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

Communication includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

Measurement includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

Prediction includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

Inference includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

Higher Level Process Skills

Identification of variables includes finding the variables of a system and selecting those to be held constant.

Manipulation of variables includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Interpretation of data includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Operational definition includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

Formulation of models includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

Experimentation includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

Construction of hypotheses includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.

Drawing conclusions includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

Science Quality Core Curriculum Matrix for Grades K through 5						
TOPICS	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Physical Science						
Matter	*		*			*
Sound		*			*	
Light and Color	*				*	
Magnetism and Electricity		*			*	
Motion, Forces and Machines				*		
Heat				*		*
Life Science						
Living Things	*			*		
Plants			*	*		
Animals		*		*		*
Human Body	*					*
Ecology			*		*	
Earth/Space Science						
Earth History				*		
Earth Process						*
Earth Materials	*			*		
Weather/Climate		*			*	
Space Astronomy			*		*	

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
Science (K-5): Grade 3				

Inquiry

S.3.1	Asks questions, classifies objects and events, communicates with others, makes inferences and predictions, uses estimation and measurement, uses evidence to construct explanations, makes sketches and diagrams to explain ideas, and organizes data into tables and charts to interpret and formulate simple hypotheses	Science Inquiry, Process Skills and Problem Solving	Accepted methods, processes and procedures are used to conduct scientific study	
S.3.2	Uses encyclopedias, science reference magazines, books, and other media to obtain information related to science concepts	Reference Skills	Reference materials are available in media centers and online to help students research and evaluate information	
S.3.3	Identifies and practices accepted safety procedures in manipulating science materials and equipment	Safety	Effective safety practices are essential to performing scientific investigations	
S.3.4	Actively engages in the learning process via hands-on/minds-on science activities and experiences. Uses appropriate tools to collect and analyze data and solve problems	Activities/Tools	Accepted methods, activities, processes, procedures and tools are used to conduct scientific study	

Physical Science

S.3.5	Identifies and explores sources of heat energy such as fire and electricity	Energy and Its Transformation Heat	Objects that give off light often also give off heat. Heat can be produced by chemical reactions such as burning, mechanical and electrical machines and friction	Skills Observation and Classification Assessment Recommendations Teacher observation, portfolio pictures and lists
S.3.6	Identifies heat as a form of energy. Tests effect of heat on ice or water	Energy and Its Transformation Heat	When warmer objects come in contact with cooler ones, the warm ones lose heat and the cool ones gain it until they are all at the same temperature. A warmer object can warm a cooler one by contact or at a distance.	Skills Observation and Prediction Assessment Recommendations Teacher observation, demonstration and appropriate feedback

810

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811

378

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.3.7	Describes heat and movement of heat by conduction, convection and radiation. Tests and observes movement of heat through a solid (such as a spoon in hot water). Tests and observes movement of heat through a gas or liquid (such as a bottle capped with a balloon placed in hot water).	Energy and Its Transformation: Heat	Some materials conduct heat much better than others. Poor conductors can reduce heat loss.	Skills: Observation, Prediction, and Communication Assessment Recommendations: Teacher observation, demonstration, and appropriate feedback.
S.3.8	Identifies and discusses alternative heat sources such as synthetic fuels and geothermal/nuclear/solar energy.	Energy and Its Transformation: Heat	Alternative heat sources are being explored using natural and mechanical processes.	Skills: Observation and Classification Assessment Recommendations: Teacher observation, demonstration, appropriate feedback.
S.3.9	Identifies and demonstrates forces, such as push and pull.	Motion/Force/ Machines	The way to change how an object, whether at rest or in motion, moves is by a push or pull.	Skills: Observation, Identification of Variables, and Formulation of Models Assessment Recommendations: Teacher observation, written evaluation, and student demonstrations.
S.3.10	Identifies and compares simple machines and how they work. Compares simple machines (such as levers, wheels, pulleys and inclined planes) based on how well they do a task.	Motion/Force/ Machines	Simple machines can be used as tools in order to accomplish tasks more easily.	Skills: Observation, Classification, Inference, and Defines Operationally Assessment Recommendations: Compares and contrasts, creates models, and Defines operationally.
S.3.11	Explains and illustrates how machines help people. Identifies how simple machines help people to do work (carts, hand trucks, and bicycles).	Motion/Force/ Machines	Simple machines can be used as tools in order to accomplish tasks more easily.	Skills: Observation, Communication, Formulation of models, Construction of Hypothesis, and Drawing Conclusions Assessment Recommendations: Student demonstration, written evaluation, and portfolio: reports, pictures.

812

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813

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
Life Science				
S.3.12	Recognizes and describes basic life processes. Identifies evidence of basic life processes in the immediate environment such as gathering and digesting food, excreting waste products, reproducing, breathing and responding to the environment.	The Living World: Living Things	Plants and animals both need to take in water and animals need to take in food. Plants also need light to make food.	Skills: Observation, Inference, Communication, Experimentation, Construction of Hypothesis, and Drawing Conclusions Assessment Recommendations: Portfolio: drawings, reports, written evaluation, and teacher observation
S.3.13	Identifies the cell as an important unit of structure in living things. Observes actual cells, cell models, diagrams of cells, and groups of cells.	The Living World: Living Things	Living things are made of cells.	Skills: Observation, Formulating of Models, and Classification Assessment Recommendations: Portfolio: diagrams
S.3.14	Recognizes and describes how traits are passed from parents to offsprings. Describes features inherited associated with living things.	The Living World: Living Things	Some likenesses between offspring, such as eye color in human beings, or fruit or flower color in plants, are inherited. For offspring to resemble their parents, a reliable way must exist to transfer information from one generation to the next.	Skills: Inference, Prediction, Communication, and Observation Assessment Recommendations: Portfolio: reports and written evaluation
S.3.15	Recognizes and describes a variety of animal life cycles. Illustrates the life cycles of a chicken, butterfly, frog, turtle, grasshopper, dog and fish.	The Living World: Animals	Animals have life cycles that include birth, growth, development, reproduction and death. Details of this life cycle are different for different organisms.	Skills: Observation, Inference, Communication, and Prediction Assessment Recommendations: Portfolio: diagrams and written evaluation

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
Earth/Space Science				
S.3.16	Discusses how fossils are formed. Constructs a fossil. Identifies where fossils are formed and discusses how fossils are uncovered.	Earth History	Certain organisms that once lived on Earth have completely disappeared. The evidence is found in the solid earth in the form of fossils.	Skills: Observation, Communication, Measurement, Classification, Formulation a Model, and Inference Assessment Recommendations: Constructs a fossil model, portfolio reports
S.3.17	Identifies and compares similarities and differences in fossils. Using pictures, compares various fossils to each other and to the original organism. Compares fossils to modern organisms.	Earth History	Fossils can be compared to one another and to living organisms. Certain organisms that lived long ago are similar to existing organisms, but some are quite different.	Skills: Classification, Observation, Identification of Variables, Construction of Hypothesis, and Drawing Conclusions Assessment Recommendations: Portfolio: diagrams, reports, and pictures
S.3.18	Identifies and describes the general characteristics of minerals.	Earth Materials: Physical Geology	Rock is composed of different combinations of minerals. Minerals are naturally occurring substances made of two or more inorganic substances. Smaller rocks come from the breaking and weathering of bedrock and larger rocks.	Skills: Observation, Communication, and Classification Assessment Recommendations: Portfolio: reports, diagrams
S.3.19	Compares and contrasts rocks and minerals. Identifies mineral content in rocks with streak test and other tests.	Earth Materials: Physical Geology	Rock is composed of different combinations of minerals. Minerals are naturally occurring substances made of two or more inorganic substances. Smaller rocks come from the breaking and weathering of bedrock and larger rocks.	Skills: Observation and Classification Assessment Recommendations: Student demonstrations, teacher observations, and portfolio: reports

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816

817

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.3.20	Compares various soils such as sandy soil and red clay	Earth Materials Physical Geology	Soil is made partly from weathered rock, partly from plant and animal remains, and contains living organisms.	Skills Observation and Classification Assessment Recommendations Portfolio: reports and written evaluation
S.3.21	Classifies rocks according to the manner in which they are formed. Knows the primary groups of rocks (igneous, metamorphic and sedimentary) and knows that characteristics of rock types are a direct result of how they are formed	Earth Materials Physical Geology	Rocks can change form and are constantly being created and worn away	Skills Observation and Classification Assessment Recommendations Portfolio: reports and written evaluation

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813

813



Georgia's Quality Core Curriculum

Social Studies Grade 3

Introduction to Social Studies Quality Core Curriculum K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

- refining content standards to clarify content and skills
- correlating content standards to appropriate core values
- building on concepts introduced at earlier stages of instruction
- providing content standards that are clearly measurable
- identifying civic responsibility, information processing, and problem-solving skills
- restructuring content for a more equitable grade-level distribution.

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

**Introduction to Social Studies
Quality Core Curriculum
Third Grade**

Communities

Third graders study communities - rural, urban, suburban, mountain, desert and coastal. The origin and development of the local community is a major component of this study. Organizing themes include geography, economic development, technological changes, and the rights and responsibilities of citizenship. Pertinent objectives about Georgia have been integrated as appropriate. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness in which content should be introduced and taught for effective student understanding and mastery at this level. Map and globe interpretation skills have been introduced and developed within the context of the content.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Social Studies: Grade 3				

Civics

SS.3.1	Recognizes rights, duties and responsibilities of a U.S. citizen - military service - voting, and - community service. (6)	Communities	Citizenship	
SS.3.2	Recognizes taxes as a way communities collect the money necessary to provide services. (7)	Communities	Citizenship	
SS.3.3	Distinguishes the difference between rights and privileges. (8)	Communities	Citizenship	
SS.3.4	Explains that rules and laws protect the rights of people. (5)	Communities	Citizenship	
SS.3.5	Explains the difference among making laws, carrying out laws, and determining if laws have been violated. Identifies the governmental bodies that perform these functions at the local, state, and national levels. (9)	Communities	Citizenship	
SS.3.6	Describes how violations of the law produce consequences. (10)	Communities	Citizenship	
SS.3.7	Distinguishes among city, county, and state governments. (11)	Communities	Citizenship	
SS.3.8	Identifies the duties of local officials (e.g., mayor, county commissioners). (12)	Communities	Citizenship	
SS.3.9	Identifies the current governor of Georgia as the leader of the state. (13)	Communities	Citizenship	
SS.3.10	Identifies common symbols of Georgia including the state flag, flower, bird, and tree. (14)	Communities	Citizenship	

823

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823

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Economics				
SS.3.11	Explains how opportunity cost, scarcity, and price influence economic decision-making. (15)	Communities	Interdependence	
Geography				
SS.3.12	Determines the purpose of a map by examining title and content. (16)	Communities	Location	
SS.3.13	Recognizes how human actions and physical environments affect one another. (3)	Communities	Location	
SS.3.14	Determines the type of map needed for a specific purpose. (17)	Communities	Location	
SS.3.15	Explains the purpose of map scale. (18)	Communities	Location	Skills Uses map scale to determine distances between two points on a map.
SS.3.16	Describes physical characteristics of land forms and bodies of water including mountains, peninsulas, islands, plains, plateaus, valleys, gulfs, rivers, bays and lakes. (19)	Communities	Location	Skills Constructs maps depicting physical characteristics.
SS.3.17	Identifies the features of a river (e.g., source, mouth, delta, bank). (20)	Communities	Location	Skills Draws and labels a diagram of a river.
SS.3.18	Names the Earth's seven continents, four hemispheres, and four oceans. (21)	Communities	Location	Skills Identifies and locates the Earth's four hemispheres, seven continents and four oceans.
SS.3.19	Identifies physical regions of Georgia (e.g., coastal plain, piedmont, mountain). (22)	Communities	Geography	Skills Locates on a map and globe regions/countries studied in history, language arts, science and other subjects. Uses cardinal and intermediate directions, map keys and letter/number grids.

830

831

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
History				
SS.3.20	Describes and classifies the physical and human characteristics of urban, rural, and suburban communities (1)	Communities	Communities	
SS.3.21	Compares the impact of climate, landforms, human and natural resources, transportation and communication on the location, growth and development of - mountain community - desert community, and - coastal community (2)	Communities	Communities	
SS.3.22	Describes the cultures of the American Indian nations found in Georgia including the Creeks and Cherokees and describes the interactions with the settlers (23)	Communities	Culture	
SS.3.23	Describes the local community in regard to origin, growth and change over time -location/geography (natural resources) -history of local community -goods and services produced -types of jobs -government (organization and purpose) -provision and funding of public services, and -impact of technology/tools (4)	Communities	Communities	Skills Places events in chronological order constructs timelines

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832

833



Georgia's Quality Core Curriculum

Health & Physical Education Grade 3

**Introduction to Health and Physical Education
Quality Core Curriculum
K-12**

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Health: Grade 3				

Alcohol, Tobacco & Other Drugs

H.3.1	Proposes healthy and enjoyable alternatives to using alcohol, tobacco products, and other drugs	Alternatives
H.3.2	Assesses the physical, mental, and social consequences of using alcohol, tobacco products, and other drugs	Consequences
H.3.3	Applies the decision-making steps to avoid threatening situations	Decision Making

Disease Prevention

H.3.4	Discusses circulatory and respiratory diseases/illnesses (e.g., tuberculosis, heart disease, stroke, emphysema, obesity, hypertension, asthma, bronchitis, ear infection, and lung cancer) and discusses methods of prevention.	Heart/Lung
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Family Living

H.3.5	Examines ways family members can work together to accomplish a task and resolve conflict	Cooperation
H.3.6	Recognizes the importance of discussing health issues with one's family	Communication

Growth and Development

H.3.7	Identifies the parts of the circulatory and respiratory systems and summarizes how they work	Circulatory and Respiratory System
H.3.8	Relates personal health choices (involving nutrition, alcohol, tobacco products, and other drugs and disease prevention) to the functions of the circulatory and respiratory systems	Lifestyle

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833

833

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Mental Health				
H.3.9	Demonstrates how listening skills can be used to build and maintain healthy relationships.	Communication		
H.3.10	Explains why accepting responsibility and making positive choices (e.g., do legal things, don't steal, don't cheat) help develop a healthy self-concept.	Self-Concept		
H.3.11	Recognizes causes of stress and applies effective problem-solving skills (e.g., deep breathing, exercising, talking to someone, and organization).	Stress Management		
H.3.12	Discusses the importance of refusing assertively (e.g., drugs, strangers).	Resistance Skills		
H.3.13	Demonstrates nonverbal communication.	Communication		
Nutrition				
H.3.14	Associates influence of cultural background on food choices.	Food Choices		
H.3.15	Explains relationships among food, energy, and health.	Calories		
Personal Health				
H.3.16	Explains the function and location of different types of teeth as well as proper dental care.	Dental Care		
H.3.17	Demonstrates procedures for good personal grooming (emphasizing prevention, intervention, and treatment of head lice).	Hygiene		
Safety				
H.3.18	Demonstrates knowledge of bicycle safety laws.	Bicycle Safety		

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811

811

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
H.3.19	Applies appropriate accident prevention strategies when around electricity, firearms, fireworks, and water	Accident Prevention		
H.3.20	Applies appropriate first-aid procedures for treating and reporting common injuries (e.g., wounds, choking, and poisoning)	First Aid		
H.3.21	Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect and emotional abuse)	Violence Prevention		
H.3.22	Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor)	Resources		

812

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813

Friday, December 12, 1997

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Physical Education: Grade 3				
Elementary				
PE.3.1	Identifies and participates in developmentally appropriate health-related fitness activities	Physical Fitness	Health-Related	Skills Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations Teacher Observation
PE.3.2	Identifies one activity associated with each of the following components of health-related fitness: cardiovascular strength and endurance, muscular strength and endurance, and flexibility	Physical Fitness	Health-Related	Skills Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations Written test, student journal
PE.3.3	Demonstrates the ability to maintain continuous aerobic activity for an age- appropriate period	Physical Fitness	Health-Related	Skills Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations Teacher observation
PE.3.4	Demonstrates the ability to create and perform aerobic/rhythmic activities	Movement Concepts	Aerobic/Rhythmic Activities	Skills Performing rhythmic aerobic activities Assessment Recommendations Performs aerobic/rhythmic activities
PE.3.5	Demonstrates progression of skill development using manipulatives	Movement Competencies	Manipulative	Skills Throwing Striking Kicking Catching Assessment Recommendations Teacher observation, peer observation

814

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815

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
PE.3.6	Refines sequential stunts, tumbling and balancing patterns	Movement Competencies	Sequencing	Skills Performing stunts Tumbling Balancing Assessment Recommendations Teacher observation, peer observation
PE.3.7	Identifies and demonstrates mature locomotor and nonlocomotor skills with and without equipment and apparatus	Movement Competencies	Locomotor/Nonlocomotor	Skills Running Walking Hopping Skipping Jumping Assessment Recommendations Teacher and peer observation, written tests
PE.3.8	Designs and follows class rules and procedures	Self Management	Personal Responsibility	Skills Following directions Assessment Recommendations Teacher observation
PE.3.9	Demonstrates the ability to work successfully alone, with a partner and with a small group	Self Management	Personal Responsibility	Assessment Recommendations Group project (i.e., safety bulletin board)

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846

847



Georgia's Quality Core Curriculum

Fine Arts Grade 3

Introduction to Fine Arts Quality Core Curriculum K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts
- **Historical and Cultural Context**
Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context
- **Critical Analysis and Aesthetic Understanding**
Responding to the Fine Arts through critical analysis and aesthetic understanding
- **Connections**
Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

Introduction to Dance Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order*. Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. Elements of Movement includes aspects of *space, shape* and *force*. The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

Dance Glossary

Aesthetic criteria. Standards on which to make judgments about the artistic merit of a work of art.

Alignment. Proper body posture for dance.

Artistry. Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

Body shapes. The spatial contour the body makes such as curved, angular, twisted, or straight.

Centering. Using proper body alignment to maintain one's balance.

Choreographic structure. The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

Choreography. The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

Clarity. Execution of technical dance steps in a clear and concise manner.

Combination: Series of technical dance steps performed by the dancer.

Composition. Using combinations of movement or movement phrases to form a greater body of work.

Dynamics. The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

Energy. An element of dance; the force and quality of movement defined by the degree of impetus and effort.

General space. A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

Improvisation. Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

Kinesthetic awareness. The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

Levels. The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

Locomotor movement. Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

Movement quality. The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

Movement phrase. Dance sequences that have a sense of completion.

Movement theme. A complete idea in movement that is manipulated and developed within a dance.

Musicality: Ability to respond to a rhythm while moving.

Negative space. The empty or open space created when a shape is made by the body.

Nonlocomotor/axial movement. Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

Partnering. Leading, following, or mirroring someone.

Pathway. The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

Personal space. The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

Positive space. The filled space created by the body when a shape is made in space.

Rhythmic acuity. The kinesthetic, auditory recognition of, and response to various complex time elements.

Spatial concept. One's relationship to the space around them.

Style. A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

Time. An element of dance which measures tempo/speed and force/energy.

Technique. Refined physical skills pertaining to a particular style of dance.

Time. The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

Vibratory. Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

Warm-up. Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Dance: Grade 3				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAD.3.1	Participates in more complex warm-up activities related to strength, muscular endurance, heart-lung endurance, and flexibility.	Training and Technique		
FAD.3.2	Refines skills in basic movements with props such as floorwork, scarves, and ropes.	Training and Technique		
FAD.3.3	Performs combinations of locomotor and nonlocomotor movements.	Training and Technique		
FAD.3.4	Demonstrates increased understanding of dance technique principles.	Training and Technique		
FAD.3.5	Demonstrates increased understanding of spatial concepts (e.g., negative space, relationships, leading and following, mirror and contrast, leading and following, and floor patterns).	Elements of Movement		
FAD.3.6	Demonstrates increased understanding of force (energy) through extended range of movement (e.g., suspended, sweep-away, push-pull, heavy-light, collapse-rise).	Elements of Movement		
FAD.3.7	Responds through movement to different timbres and music compositions.	Training and Technique		
FAD.3.8	Expresses thoughts, ideas, and feelings through movement improvisation.	Composition		
FAD.3.9	Combines phrases of movement into simple compositions (solo and without accompaniment).	Composition		
FAD.3.10	Demonstrates knowledge of compositional elements through movement (beginning, middle, and, transition, dynamic).	Composition		
FAD.3.11	Demonstrates knowledge of dance terminology.	Training and Technique		

862

863

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAD.3.12	Applies positive work habits and self-discipline through dance activities	Training and Technique		
Connections				
FAD.3.13	Demonstrates an understanding of musical concepts (tempo, beat, accent, meter, and rhythm) through movement	Interdisciplinary		
FAD.3.14	Demonstrates an understanding of dance as a means of communication, expression, and interaction	Interdisciplinary		
Critical Analysis and Aesthetic Understanding				
FAD.3.15	Develops criteria for evaluating simple compositions	Criticism		
FAD.3.16	Identifies characteristics unique to various types of theatre dance (e.g., ballet, jazz, tap, modern, etc.)	Criticism		
Historical and Cultural Context				
FAD.3.17	Understands historical perspectives of different styles of dance in a variety of cultures	Multicultural Context		

864

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865

Introduction to Music Quality Core Curriculum K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

Music Glossary

Articulation. In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Body percussion. Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

Classroom instruments. Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

Competency level. Proficiency level corresponding with the musical ability of the student.

Cultural. The customs and/or beliefs of a racial, religious, or social group.

Chording instruments. Instruments which enable the performer to sound chords.

Dynamic levels, dynamics. Degrees of loudness.

Developmentally appropriate. The instructional level at which students may most effectively assimilate new information.

Elements of music. Pitch, rhythm, harmony, dynamics, timbre, texture, form.

Environmental sounds. Sounds that naturally occur or which can be produced from materials found in the environment.

Expressive qualities. Any articulation, dynamic, or tempo marking used to interpret music.

Ethnic music. Musical forms or styles indigenous to a specific culture.

Folk source. Identification of a specific genre.

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Formal structure. See *Form*.

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation. The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

Line notation. Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

Meter signature / time signature. An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

Media. Written, visual, audible, and technological resources.

Musical heritage. Knowledge of historical and cultural backgrounds.

Ostinato. Short musical patterns that are repeated persistently through some composition.

Pre-notation symbols. Line notation of rhythm and/or melody.

Style. The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre. The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality. The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

Technique. The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

Technology. A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

Texture. The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Fine Arts: Music: General Music: Grade 3

Artistic Skills and Knowledge: Creating, Performing, Producing

FAM(GM).3.1	Responds to music in a variety of instrumental and vocal styles through listening, moving, singing, and playing instruments	Performance Skills	Rhythm, Melody, Harmony, Form, and Expressive Qualities	
FAM(GM).3.2	Distinguishes among string, woodwind, brass, percussion, and electronic instrumental families by sight and sound	Listening Skill	Timbre	
FAM(GM).3.3	Distinguishes among repeating and contrasting phrases, sections, and simple formal structures -- AB, ABA, and AABA	Listening Skills	Form	
FAM(GM).3.4	Performs with increasing accuracy in pitch, dynamic level, tone quality, and diction by singing developmentally appropriate songs	Performance Skills	Melody and Expressive Qualities	
FAM(GM).3.5	Sings in harmony by performing rounds, echo songs, partner songs, and simple ostinato	Performance Skills	Melody, Harmony, and Expressive Qualities	
FAM(GM).3.6	Performs simple instrumental melodic patterns and rhythmic patterns by ear and from notation	Performance Skills	Notation, Melody, Rhythm, and Expressive Qualities	
FAM(GM).3.7	Plays melodic, harmonic, and percussive instruments to accompany familiar songs	Performance Skills	Melody, Rhythm, Harmony, and Expressive Qualities	
FAM(GM).3.8	Participates in singing games, action songs, simple folk dances, and musical dramatizations	Creative Skills	Expressive Qualities, Melody, and Musical Heritage	
FAM(GM).3.9	Creates movements for musical dramatizations and interpretations	Creative Skills	Expressive Qualities	
FAM(GM).3.10	Creates simple pentatonic improvisations on melodic instruments	Creative Skills	Rhythm, Melody, and Expressive Qualities	
FAM(GM).3.11	Recognizes scale patterns by ear and from notation in songs	Knowledge	Notation and Melody	

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(GM).3.12	Explains and follows text for multiple-stanza songs.	Knowledge	Form	
FAM(GM).3.13	Recognizes and names such musical symbols as treble clef, notes, rests, and 2/4, 3/4, and 4/4 meter signatures.	Knowledge	Notation	
FAM(GM).3.14	Identifies the names of the line and space notes of the treble staff.	Knowledge	Notation	
FAM(GM).3.15	Demonstrates growth in knowledge of music vocabulary, appropriate to the level.	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	Skills Vocabulary should be taught in context
FAM(GM).3.16	Creates simple rhythmic and melodic accompaniments for songs.	Creative Skills	Rhythm, Melody, Timbre, and Expressive Qualities	
FAM(GM).3.17	Creates new texts for familiar songs.	Creative Skills	Expressive Qualities	
Critical Analysis and Aesthetic Understanding				
FAM(GM).3.18	Describes personal response to listening selections.	Appreciation	Expressive Qualities	
Historical and Cultural Context				
FAM(GM).3.19	Participates in musical activities representing a variety of cultures, focusing on stylistic concepts.	Appreciation	Musical Heritage and Expressive Qualities	

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87.3

87.3

Introduction to Theatre Quality Core Curriculum K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

Theatre Glossary

Aesthetic criteria. Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aural. Physical element involving listening.

Drama. A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Electronic media, Dramatic media. Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

Ensemble. Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

Environment. Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Front of house. The box office and lobby.

House. Commonly defined as the area in which the audience is seated.

Improvise. To spontaneously use movement and speech to create a character or object in a particular situation.

"In character." Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

Kinetic. Physical element involving movements of the body.

Motivation. The actor's reason for doing or saying something.

Oral. Physical element involving the use of the voice.

Pitch. The highness or lowness of one's voice.

Properties (Props). Any object used by actors to enhance character portrayal.

Sensory recall. To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

Tempo. The speed at which someone talks or the pace of production.

Theater. The place that is the setting for dramatic performances.

Theatre. The imitation/representation of life, performed for other people; the performance of dramatic literature.

Three dimensional character. A character that has a variety of emotions, strengths, and weaknesses.

Tone. The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

Underrepresented artist. Those who work in nontraditional art forms.

Visual. Physical element involving sight.

**Introduction to Theatre
Quality Core Curriculum
3-5**

Students gain a control and understanding of process in these grades. The QCC establishes strong interdisciplinary connections between Theatre and Language Arts and Social Studies QCCs - connections that can assist all classroom teachers, particularly in areas where no theatre teacher is available. The overall goal in these grade levels is to help students continue to deepen their understanding of the process of theatre and gain a more focused personal control of expression. The Theatre 3-5 QCC allows teachers to select specific standards to teach, either as a part of other curricula or holistically.

Georgia Quality Core Curriculum

12/17/97

Strand

Content Standard

Topic

Concept

Notes

Fine Arts: Theatre Arts: Grade 3

Artistic Skills and Knowledge: Creating, Performing, Producing

FATA.3.1	Identifies basic drama and theatre vocabulary (e.g., stage, role, pantomime, director).	Terminology	Vocabulary	
FATA.3.2	Applies cooperative group behavior in dramatic activities.	Discipline	Teamwork	
FATA.3.3	Identifies and uses basic elements of drama: who, where, when, what, and why, beginning, middle, and end.	Scriptwriting	Dramatic Elements	
FATA.3.4	Plans a scenario based on a story or personal experience both individually and with a group.	Scriptwriting	Writing Process	
FATA.3.5	Identifies the role of the playwright.	Scripting	Role of the Playwright	
FATA.3.6	Demonstrates sensory and emotional recall in drama activities.	Acting	Sensory Awareness	
FATA.3.7	Imitates people, animals, and objects based on observations.	Acting	Observation	
FATA.3.8	Expresses images through dramatic actions.	Acting	Imagination	
FATA.3.9	Portrays a character's actions, motives, traits, and feelings through physical action.	Acting	Body Movement	
FATA.3.10	Organizes and uses stage area for classroom drama.	Acting	Stage Movement	
FATA.3.11	Communicates a character's actions, motives, emotions, traits, and feelings through voice, speech, and language.	Voice, Speech, and Language	Vocal elements	
FATA.3.12	Portrays a character's actions, motives, traits, and feelings in drama activities.	Acting	Characterization	883

883

Wednesday, December 17, 1997

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414

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.3.13	Identifies the role of the director in drama activities	Directing	Role of Director	
FATA.3.14	Finds and constructs simple technical elements for drama such as props, costumes, lights, and sound/music.	Technical Theatre	Design/Production	
FATA.3.15	Identifies the role of the designer/technician	Technical Theatre	Role of the Designer/Technician	
FATA.3.16	Locates and shares information that supports drama activities	Production/Research	Resources	
FATA.3.17	Examines a variety of literature as a basis for drama activities (e.g., poetry, stories, and non-fiction)	Creating Theatre	Literature/Dramatic Form	
FATA.3.18	Compares the writing process to the creative drama process	Creating Theatre	Process	
FATA.3.19	Communicates ideas through the creative drama process in a group setting. Pre-Playing: generates ideas and selects topic, theme, or story Planning: determines given circumstances for dramas (who, when, where, what) Playing: assumes roles in the drama using voice and body Reflecting: evaluates choices and discusses meaning of communication Re-Playing: enhances with technical elements, builds on suggestions from peers Performing: shares drama with others	Creating Theatre	Process	
FATA.3.20	Uses a variety of dramatic forms to communicate meaning including story drama, readers' theatre, pantomime, puppetry, poetry theatre, and "process" drama	Presentations	Research/Resources	
FATA.3.21	Uses other disciplines such as social studies, language arts, foreign languages, physical education, and science for ideas for drama	Connections	Other Disciplines	Assessment Recommendations Teacher Observation

890

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891

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.3.22	Participates in and communicates through the creative drama process in a group setting PREF-PLAYING -Participates in warm-up activities -Generates ideas about story, topic, or theme PREPARATION -Listens to story and discusses ideas -Determines drama elements: who, when, where, and what, sequence of actions PLAYING -Assumes roles in drama EVALUATION/REFLECTION -Critiques playing -Discusses meaning REPLAY -Builds on suggestions -Enhances with simple technical elements SHARING -Shares drama with an audience	Creating Theatre	Process	

Connections

FATA.3.23	Discusses similarities and differences among art forms	Connecting	Other Arts	
FATA.3.24	Applies concepts and ideas from other disciplines, especially social studies and language arts, as ideas for dramatization	Other disciplines		
FATA.3.25	Creates dramas based on ideas, concepts, and events from the social studies curriculum study of communities	Connecting	Other disciplines	
FATA.3.26	Uses existing technology to enhance drama/theatre activities	Technology		

Critical Analysis and Aesthetic Understanding

FATA.3.27	Recognizes explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations	Presentation	Interpretation	
FATA.3.28	Recognizes implicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations	Presentation	Interpretation	

892

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893

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.3.29	Responds to literal, inferential, and evaluative questions about dramatic presentations	Presentation	Interpretation	
FATA.3.30	Critiques dramatic presentations in response to guided questions	Presentations	Evaluation	
FATA.3.31	Describes and demonstrates role and responsibility of the audience	Presentations	Audience	
Historical and Cultural Context				
FATA.3.32	Demonstrates awareness of and uses school, community, and professional resources for theatre experiences	Theatre Resources		
FATA.3.33	Reads about and enacts drama that involves diverse cultural characters and themes	History/Culture	Multicultural heritage	

894

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895

**Introduction to Visual Arts
Quality Core Curriculum
K-12**

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

Art History: Historical and Cultural Context

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

Interdisciplinary Connections

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

Visual Arts Glossary

Abstract. Generalized art which retains the essence or characteristics of a recognizable subject or object.

Additive sculpture. Modeling a sculpture by adding materials to it until the desired effect is maintained.

Aerial perspective. The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

Aesthetics. A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

Airbrush. Atomizer operated by compressed air used for spraying paint.

Analogous. Three colors that are next to each other on a color wheel and which have a common hue.

Analysis. Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

Animation. The illusion of movement caused by successive presentations of inanimate objects in rapid order.

Architecture. The art of designing and planning the construction of buildings, cities, and/or bridges.

Art history. A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

Arts disciplines. Studies which include dance, music, theatre, and visual arts.

Assess. To analyze and determine the nature and quality of achievement through means appropriate to the subject.

Asymmetrical balance. An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

Aural. Art that incorporates sound.

Background. The part of the picture plane that seems to be farthest from the viewer.

Balance. A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

Batik. A system of dyeing fabric in which selected areas are protected from the dye with wax.

Biomorphic. See organic.

Calligraphy. The art of lettering.

Ceramics. Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

Collage. A collection of materials arranged for a composition or design on a flat surface.

Color. A visually perceived hue.

Color scheme. Plan for organizing color.

Complementary. Colors opposite each other on a color wheel that contrast with each other.

Composition. The way in which the parts of an artwork are put together or organized.

Content. Message the artist is trying to communicate in a work of art.

Context. A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

Contour. Interior and exterior edges of objects.

Contour line. A line that follows the edges or edge of a shape or form.

Contrast. Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

Cool colors. Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

Create. To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Critical process. Description, analysis, interpretation, and evaluation used in discussing artworks.

Criticism. Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

Critique. To review, analyze, and discuss works of art.

Cross cultural. Art across cultures (intercultural).

Culture. Behaviors, customs, ideas, and skills of a distinct group of people.

Dominance. A principle of design where one element is emphasized.

Edition. A set number of productions of a work of art.

Elements of design. Line, shape, form, color, space, texture, and value.

Emphasis. A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

Enameling. The process of firing special powder or enamel pigments on copper or silver in a kiln.

Ethnic art. Art inspired by a specific culture.

Exhibitions. An organized display of works of art.

Explore. A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

Expression. A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Fiber arts. Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

Folk art. A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

Foreground. The space which appears to be closest to the viewer.

Form. 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

Free-flowing (Free-form). Any curvilinear, asymmetrical shape not bound by hard edges.

Functional art. Art designed for a certain purpose.

Functions (and purposes) of art. Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

Geometric form. Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

Geometric shapes. Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

Glazing. A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

Gradation. A gradual smooth change from light to dark, rough to smooth, or one color to another.

Graphic design. A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

Handbuilding. A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

Harmony. The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

Horizon line. The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

Hue. The name of a color.

Illustration. A work of art that usually seeks to join visual and discursive information for the purposes of communication.

Intensity. The brightness (purity) or dullness of a color, also known as chroma.

Intermediate colors (Tertiary). A color made by mixing a primary color with a secondary color.

Jewelry. A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

Kinetic. Art designed to move by natural or man-made forces.

Line. An uninterrupted actual mark or implied direction going from one point to another.

Linear perspective. Showing depth and distance in a picture with converging lines.

Maquettes. A small sculpture made as a preliminary model.

Materials. Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

Media. Broad categories for grouping works of visual art according to the art materials used.

Media arts. Art forms that deal with electronic technologies.

Middle ground. A term used to define a level surface behind the foreground and in front of the background.

Mixed media. The use of different materials in the same work of art.

Model or modeling. To shape or build up with malleable media.

Monochromatic. Uses only one hue and variations obtained from its tints, shades, and tones.

Montage. A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

Mosaic. A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

Motif. A recurring element, subject, or theme in works of art.

Movement. A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

Movements (arts). Refers to an historical or cultural period when certain styles became prevalent.

Multi-cultural. Refers to more than one culture.

Negative space. The space around and through a shape or object.

Neutral colors. Colors formed by mixing complementary colors on the color wheel.

Non-objective. Shapes/forms created with no regard to an identifiable subject or object.

One-point perspective. A system of creating the illusion of space in the picture plane using one vanishing point.

Organic form. Three-dimensional free-flowing shapes found in nature.

Organic shape. Two-dimensional or flat free-flowing shapes found in nature.

Origami. The art of Oriental paper folding.

Papier Maché. A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

Pattern. Repetition of a motif involving line, shape, color, value, or space in a composition.

Perception. Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Perspective. The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

Photogram. A process in which light-sensitive paper is exposed with objects to create positive and negative space.

Photography. The technique of capturing optical images on light sensitive surfaces.

Pin hole camera. A hand made camera using a pin hole opening to expose the film to light.

Pointillism. A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

Portfolio. A comprehensive collection of student work.

Positive space. The space in a composition occupied by the subject or objects.

Primary colors. Red, yellow, blue.

Principles of design. Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

Printmaking. The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

Process. A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

Proportion. Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult $7\frac{1}{2}$ heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.
- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

Radial balance. Type of balance in which forces or elements of a design come out from a central point.

Realism. A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

Repetition. A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

Rhythm. Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

Scale. Proportion.

Sculpture. Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

Secondary colors. Colors created by mixing two primary colors; orange, green, and violet.

Self-portrait. A rendering of the artist's own likeness.

Shade. A color with black added to it to change color value.

Shading. Gradation of tone or filling in areas through shadows.

Shape. Any two-dimensional area defined by line, color, tones, or edges.

Space. A perceived area or surface.

Spatial. Of, or existing, in space.

Split-complementary colors. A color and the two colors on either side of its complement on the color wheel.

Stained glass. Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

Structures. Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

Style. An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

Subtractive sculpture. Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

Symbol. Something that stands for, or represents, something else.

Synthesis. Combining of parts into a whole.

Tactile. Appealing to the sense of touch.

Techniques. Specific methods or procedures used in a larger process; for example, gradation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

Technologies. Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

Temporal. Worldly; or time; art enduring for a time.

Tertiary. The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

Texture. The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

Theme. A subject or topic in artwork.

Three-dimensional form. Objects which have height, width, and depth.

Thumbnail sketches. Small drawings used to develop an idea or composition.

Timeline. Chart showing the chronological progression of art history.

Tint. A color with white added to raise or lighten its value.

Tone. Changes in intensity.

Triadic. The colors found on the color wheel which form an equilateral triangle.

Two-dimensional. Flat area having height and width but no actual depth.

Two-point perspective. Perspective viewed when an object is observed from an angle. There are two vanishing points.

Unity. A principle of design referring to the arrangement of a work in which all parts seem interrelated.

Value. The element of art that refers to the lightness or darkness of an object or color.

Value scale. Gradation of dark to light usually made on a scale of 1-10.

Variety. A principle of design concerned with difference or contrast.

Visual art. A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Warm colors. Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

VISUAL ARTS CONTENT MATRIX, GRADE K-5

Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
SUBJECTS/THEMES	Animals Farms People Zoo Food Weather Plants Clothing Literature Transportation Artists in Community My Family At Play National Symbols Customs of Holidays Vacation My Neighborhood Real & Make Believe Community Helpers Self-awareness Habitats Communication Modes	Celebrations Imagination Family Units and Family Members Jobs/Responsibilities Artists in Community Community Buildings American Citizens Community Helpers Machines Help People Lights & Shadows Weather & Seasons Celestial Objects Animals, Plant Parts Movement and Energy Literature (Stories)	Symmetry, Patterns Light and Shadow, Sun Landscapes: Rock/Soil Weather By Seasons Plant/Animal Habitats Literature (Stories) Native Americans Colonists and Early American Settlers Communities Long Ago And Today People Playing Music Instruments Symbols Famous People Folk Games Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ Who Makes Art?	Shapes and Solids Same Size, Shape, But Different Position Measurement Simple Machines Shadow Changes Earth's Surface: Volcanoes, Erosion, Earthquakes Changes that Occur With Time Local Community History Urban, Suburban and Rural Communities Symbols/Observances of American Heritage Native Americans	Architecture: Solid Figures Earth Materials and Features Adaptation of Plants and Animals to Their Environment Seascapes in Art Forest, Desert, Plains, Mountain Landscapes Climate People: Different and Similar Georgia History and Geography Famous People Still Lives	Westward Expansion American Revolutionary War World War I and World War II Eras Art and Technology Industrialization Immigrants Art of Canada Literature (stories, poems): Emotions Ratio and Percent Properties of Planes and Solids Measure (Angles) Big Ideas in Art
ELEMENTS OF ART PRINCIPLES OF DESIGN	Colors: Red, Yellow, Blue, Orange, Violet, Green, Black, Brown, Gray, White (Pigment colors); Lines: Shapes: Geometric & Organic; Forms: Textures: Patterns:	Colors: Primary and Secondary; Lines: Outlines, Edges; Shapes: Geometric and Organic; Form: Not Flat; Space: Positive and Negative; Textures: Sight and Touch; Overlapping; Shapes; Patterns; Organizing By Size and Shape	Colors: Warm and Cool; Tints and Shades; Lines: Horizontal; Vertical and Diagonal; Shapes: Overlapping, Size and Placement; Form: Geometric Solids; Space: 2-D Shapes and 3-D; Forms; Balance: Symmetry and Radial; Movement and Rhythm	Colors: Intermediate, Values; Lines: Expressive, Descriptive and Directional (parallel); Textures: Implied and Actual; Space: Fore-ground, Middleground and Background; Balance: Symmetrical and Asymmetrical; Center of Interest/Emphasis	Colors: Hues, Value, Intensity, Neutrals, and Complementary; Shapes and Space: Positive and Negative; Space: Overlapping, Placement (Scale), Color Intensity, Detail; Movement: Point of View; Lines: Different Functions; Contrast	Colors: Analogous, Complementary and Monochromatic; Form: Open/Closed; Linear Perspective; Proportion; Contrast Lines, Shapes, Space, Forms, Textures
ART MATERIALS	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Clay, Paper, Fibers, Wood, Mixed Media, Technology, Watercolors, Inks	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors, Papier-mâché	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Jewelry, Technology, Inks, Watercolors, Papier-mâché	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks

Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ART TECHNIQUES	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting - Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing
ART PRODUCTS	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Architecture, Rubbings, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Puppets, Architecture, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Paintings, Weavings, Stitcheries, Architecture, Puppets, Computer Art, Landscapes, Banners, Quilts, Logos, Designs, Mosaics, Sculptures	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Weavings, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Paintings, Landscapes, Quilts, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Collagraph Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Computer Art, Paintings, Mosaics, Landscapes, Quilts, Seascapes, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Paintings, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Quilts, Collagraphs
FUNCTIONS OF ART	Self-expression Symbols of Nationhood (Flag)	Self-expression Habitation	Self-expression Celebration Contribution to Play and Recreation	Self-expression Depiction of Historical Event, People and Times Cultural Values and Beliefs	Self-expression Habitation Utilitarian Depiction of Event, People, and times	Self-expression Symbols of Affiliation Communication Realism Emotionalism/ Expressionism Structuralism/ Formalism
STYLES OF ART			Early American Art Colonial Art Native American Art Representational Art	Colonial Art Early American Art Native American Art Non-Western Art	Native American Art Colonial Art Non-Western Art	American Art of the West Art of North American (Canada) and Europe Representational Art

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925

924

**Introduction to Visual Arts
Quality Core Curriculum
Elementary School Art**

At the elementary level, the visual arts program is designed to build concepts, skills, knowledge, and aesthetic awareness corresponding to the development and maturation of the young child. The curriculum builds observation skills and encourages exploration of imagination. The student learns to make choices that enhance communication of his or her ideas. Students learn to coordinate their hands and minds in explorations through the manipulation of various tools, processes, and media. New techniques, approaches, and habits for applying knowledge and skills are developed. Cognitively, students develop a sense of history, including an ability to value art created by different cultures. Through critical analysis of their own work and that of other artists, students learn to interpret the meaning of artwork and to judge its purpose and value. Exposing students to technology will give them the opportunity to synthesize art skills and problem-solving skills with technological advances. At this level students begin to understand the meaning and impact of the visual world in which they live.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Visual Arts: Grade 3				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAVA.3.1	Creates sculptures by construction (additive method) and by modeling (subtractive method)	Art Production	Form	
FAVA.3.2	Produces art in each of the following art areas: drawing, painting, sculpture, printmaking, and crafts	Art Production	Creative Expression Through Art	
FAVA.3.3	Creates artwork using implied texture in two-dimensional shapes and actual texture in three-dimensional forms	Art Production	Texture	
FAVA.3.4	Creates artworks using direct observation, intermediate colors, lines (descriptive, directional, expressive), space (foreground, middleground, background), value (tints and shades), balance (symmetrical, asymmetrical), and emphasis	Art Production	Creative Expression Through Art	
FAVA.3.5	Produces artworks in the areas of drawing, painting, sculpture, printmaking, pottery, crafts, fiber arts, and mixed media	Art Production	Creative Expression Through Art	Skills (See Introduction Matrix)
FAVA.3.6	Demonstrates proper care and safe use of art materials and tools	Art Production	Maintenance & Safety	
Connections				
FAVA.3.7	Applies concepts and ideas from other disciplines and their topics as sources of ideas for own artworks	Interdisciplinary	Other Subject Relationships	Skills (See Introduction Matrix)
Critical Analysis and Aesthetic Understanding				
FAVA.3.8	Describes intermediate colors as red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet	Criticism	Color	
FAVA.3.9	Recognizes value as the lightness and darkness of a color	Criticism	Value	

923

923

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAVA.3.10	Compares and explains descriptive, directional, and expressive lines in artworks	Criticism	Line	
FAVA.3.11	Explains how texture (implied and actual) is used in two-dimensional shapes and three-dimensional forms	Criticism	Texture	
FAVA.3.12	Points out division of space in artworks as foreground, middle ground, and background	Criticism	Spatial Techniques	
FAVA.3.13	Recognizes and compares symmetrical and asymmetrical balance in artworks	Criticism	Balance	
FAVA.3.14	Describes how size, colors, lines, shapes, and textures are organized in artwork to create a focus or center of interest (emphasis)	Criticism	Emphasis	
FAVA.3.15	Distinguishes between original artwork and reproductions	Aesthetics	Artistic Characteristics	
FAVA.3.16	Discusses the purposes and functions of art in today's world	Aesthetics	Functions	
FAVA.3.17	Examines other individuals' reasons for preferences in artworks	Aesthetics	Aesthetic Perception	

Historical and Cultural Context

FAVA.3.18	Associates artworks of a particular style with the culture from which the work was produced (See Introduction Matrix)	Art History	Culture	
FAVA.3.19	Explains selected works of art as characteristic of the historical period in which each was produced	Art History	Historical Periods	
FAVA.3.20	Places selected art reproductions in chronological order based on information (clues) within the artworks	Art History	Time and Place	
FAVA.3.21	Gives examples of how technology has influenced the creation of art	Art History	Technology	

931



Georgia's Quality Core Curriculum

Grade 4

932

933



Georgia's Quality Core Curriculum

Language Arts Grade 4

Introduction to Language Arts Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

Introduction to Language Arts Quality Core Curriculum K-5

The major goal of the K-5 Language Arts QCC revision team was to promote higher academic achievement of Georgia students by improving their literacy and communication skills. The K-5 Language Arts team consisted of a cross-section of educators throughout Georgia including classroom teachers, curriculum specialists and a parent representative. State Department of Education personnel facilitated the process.

The focus of the revision was to make the QCC more readable and understandable; to make the standards clear, concise and sequential; and to assure that the standards are measurable. To revise the original QCC document, team members researched proven practices in language arts, standards and benchmarks from other states, objectives for nationally normed language arts tests and criteria for the Georgia writing assessment. Representing a wide array of philosophies, the team reached consensus, and a stronger, more balanced curriculum resulted.

The QCC revision process established more rigorous academic standards and identified content knowledge and skills that Georgia students must possess to be productive citizens.

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and speaks in informal conversations with peers and adults.	*									
Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.		*	*	*	*	*	*	*	*	*
Listens to a variety of literary forms, including stories and poems.	*	*	*							
Listens and responds to a variety of literary forms.				*	*					
Listens and responds to a variety of literary forms including prose, poetry, and drama.						*	*	*	*	*
Follows one- and two-part oral directions.	*									
Follows two- and three-part oral directions.		*								
Follows three-part oral directions.			*							
Follows multiple oral directions.				*	*	*				
Follows oral directions and asks questions for clarification.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Repeats auditory sequences: letters, words, numbers, and rhythmic patterns.	*									
Recognizes rhyming words.	*									
Recites short poems, rhymes, songs, and stories with repeated patterns.	*									
Participates in choral speaking and creative drama.	*									
Recalls information presented orally.		*								
Recalls and interprets information presented orally.			*							
Uses oral language for different purposes: to inform, to persuade, and to entertain.			*	*	*	*	*	*	*	
Recalls, interprets, and summarizes information presented orally.				*	*	*	*	*	*	*
Delivers a planned oral presentation.						*	*	*	*	
Adjusts manner and style of speaking to suit an audience and situation.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Speaks so others can hear and understand.										*
Defends conclusions rationally.										*
Paraphrases and discusses information.						*	*	*	*	*
Summarizes and/or records orally presented information.						*	*	*	*	*
Interprets the meaning of questions in order to give an appropriate response.		*								
Responds to questions on orally presented materials.			*							
Responds appropriately to various types of questions on orally presented material.				*						
Responds to literal, inferential, and evaluative questions on orally presented material.					*	*	*	*	*	*
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Communicates effectively when using descriptive language, relating experiences, and retelling stories.	*									
Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.		*	*	*	*	*	*	*	*	*
Uses a variety of language patterns and sentence structures.		*	*							
Uses increasingly complex sentence structures in oral communication.			*	*	*	*				
Determines the literal and figurative meaning of words.					*	*				
Demonstrates an understanding of words and ideas when heard in context.		*								
Determines the meaning of a word based on how it is used in an orally presented sentence.			*	*	*					
Adjust manner and style of speaking to suit an audience and situation.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses grade/age appropriate standard American English when communicating orally.			*	*	*	*				
Paraphrases and discusses information.						*	*	*	*	
Begins to discriminate between spoken words and sentences.	*									
Summarizes and/or records orally presented information.							*	*	*	
Blends sounds orally to make words.	*	*	*	*						
Divides words into syllables.		*	*	*						
Participates in oral presentations.							*	*	*	*
Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions.							*	*	*	
Develops awareness of nonverbal communication such as gestures, body language, and facial expressions.							*	*	*	*
Uses standard conventions of American English in appropriate settings.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and responds to various language patterns and literary forms including regional examples (dialect).							*	*	*	
Responds to literal, inferential, and critical questions.							*	*	*	*
Determines the denotative and connotative meanings of words in oral context.							*	*	*	*
Records orally presented information (note-taking).							*	*	*	*
Critically responds to various media. Evaluates messages and effect of mass media.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes own name in print.	*									
Recognizes words in familiar contexts.	*									
Recognizes common signs and logos.	*									
Holds print materials in correct position.	*									
Demonstrates left-to-right and top-to-bottom progression.	*									
Discriminates visual similarities and differences in words.	*									
Distinguishes between written letters, words, and sentences.	*									
Identifies upper- and lower-case letters of the alphabet out of sequence.	*									
Associates sounds with letters.	*									
Verbalizes consonant sound when shown the consonant letter.	*									
Recognizes rhyming words (e.g., CVC words, word families, etc.).	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads selected sight words.	*									
Recalls orally a series of three visually presented items.	*									
Uses words that signal sequence relationships such as first, next, and last.	*									
Classifies by characteristics such as color, size, shape, structure, and function.	*									
Sequences pictures to tell a story.	*									
Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes.	*									
Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings.	*									
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Reading

The Student:	K	1	2	3	4	5	6	7	8	9	12
Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.		*									
Classifies and categorizes words into sets and groups with common characteristics.		*	*	*	*	*	*	*	*		
Follows written directions.			*	*	*	*	*	*	*	*	
Reads a variety of materials for information and pleasure.			*	*	*	*	*	*	*	*	
Reads for a variety of purposes in different kinds of texts.				*	*	*	*	*	*	*	
Applies phonetic strategies to read by:											
Using initial consonant substitution in rhyming words and word families.		*									
Using beginning, medial, and ending consonants to orally decode one and two syllable words.		*									
Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words.		*									
Using consonant blends and diagraphs to orally decode one- and two-syllable words.		*									

* Standards will be reinforced as necessary each subsequent year

935 A

935 B

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.			*	*	*	*				
Using beginning, medial, and ending consonants to orally decode words.			*	*	*	*				
Using short, long, and "r" controlled vowel sounds to orally decode words.			*	*	*	*				
Using consonant blends, digraphs, and diphthongs to orally decode words.			*	*	*	*				
Uses word order and sentence structure to read. (Syntax-"Does it sound right?")		*	*	*	*	*	*	*	*	
Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")		*								
Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")			*	*	*	*	*	*	*	*
Increases existing sight vocabulary (instant recognition).		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.		*	*	*	*	*	*	*	*	
Reads with fluency and expression.		*	*	*	*	*	*	*	*	*
Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Identifies the main characters.		*	*	*	*					
Identifies the characters' actions, motives, emotions, traits, and feelings.		*	*	*	*	*				
Draws conclusions and makes predictions and comparisons.		*	*							
Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.				*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.		*	*	*	*	*	*	*	*	*
Distinguishes between fact and opinion.					*	*	*	*	*	*
Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*	*	*	*	*
Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."		*	*	*	*	*				
Uses knowledge of root words, prefixes, and suffixes in word recognition.		*	*	*	*	*	*	*	*	*
Recognizes simple word opposites.	*	*	*							
Uses knowledge of synonyms, antonyms, and homophones when reading.				*	*	*	*	*	*	
Identifies story development, author's purpose, and point of view.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses context clues to determine meaning of unknown words.							*	*	*	*
Adjusts reading speed according to purpose and rereads for comprehension.							*	*	*	*
Recognizes persuasion techniques in propaganda and advertising.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

963

962

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Experiences traditional and contemporary literature through a variety of media.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and evaluative questions about literature.	*	*	*	*	*	*	*	*	*	*
Responds appropriately to questions about author's purpose, techniques, character development, and plot structure.					*	*	*	*	*	*
Demonstrates an interest in various types of self-selected literature through daily reading.		*	*	*	*	*	*	*	*	*
Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*				
Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths).							*	*	*	*
Discriminates between realism and fantasy.		*	*	*						
Distinguishes between fact and opinion.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes cultural diversity represented in literature.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and critical questions about literature.							*	*	*	*
Recognizes bias and stereotypes.							*	*	*	*
Recognizes relevance of data.							*	*	*	*
Interprets written instructions and other directive information.							*	*	*	*
Applies reading strategies to specific content and subject matter.							*	*	*	*
Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.							*	*	*	*
Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.).							*	*	*	*
Experiences traditional and contemporary literature through a variety of media.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes writer's purpose in fiction and nonfiction.							*	*	*	*
Recognizes cultures and values represented in literature.							*	*	*	*
Recognizes that literature reflects human experience.							*	*	*	*
Responds creatively to literature, drama, art, and multimedia projects.							*	*	*	*
Identifies and chooses literature according to personal interests.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Dictates information for experience stories.	*									
Uses examples from literature to create individual and group stories.	*	*	*	*	*	*	*	*	*	
Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	*									
Uses correct spelling for frequently used sight vocabulary.		*	*	*	*	*	*	*	*	*
Uses learned phonetic strategies to spell correctly.		*	*	*	*	*				
Writes a minimum of three sentences about a topic.		*	*							
Writes a short paragraph about a topic.				*						
Writes selections (compositions) of three or more paragraphs about a topic.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

971

970

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words.		*	*							
Writes about self-selected topics.				*	*	*	*	*	*	*
Writes in a variety of genres to produce paragraphs and compositions:										
Personal narratives				*	*	*	*	*	*	*
Imaginative stories				*	*	*	*	*	*	*
Responses to literature				*	*	*	*	*	*	*
Content area pieces				*	*	*	*	*	*	*
Correspondence (including writing letters and addressing envelopes).			*	*	*	*	*	*	*	*
Expository Pieces						*	*	*	*	*
Persuasive Pieces							*	*	*	*
Applies correct principles of grammar:										
Writes complete sentences			*							*
Uses correct capital letters			*							*
Uses correct punctuation			*							*
Applies correct rules of usage and expression.			*							*
Applies correct principles of grammar, parts of speech, usage, and mechanics:										
Writes complete sentences				*						*
Uses correct capitalization and punctuation				*						*

* Standards will be reinforced as necessary each subsequent year

973

972

Language Arts
QCC Scope and Sequence

Written Communication

Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses correct word structure				*						*
Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory				*						
Identifies the parts of a sentence in various sentence patterns (simple subject and predicate).				*						
Forms singular, plural, and possessive nouns.				*						
Applies standard conventions of American English in subject-verb agreement				*						*
Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences				*						
Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.)					*	*	*	*	*	*
Communicates ideas by using the writing process:										
PREWRITING										
Generates ideas		*	*	*	*	*	*	*	*	*
DRAFTING										
Focuses on topic		*	*	*	*	*	*	*	*	*
Uses prewriting ideas to complete first draft		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
REVISING										
Expands use of descriptive words		*	*	*	*	*	*	*	*	*
Improves sequence			*	*	*	*	*	*	*	*
Adds variety of sentence types			*	*	*	*	*	*	*	*
Organizes writing to include a clear beginning, middle, and ending.			*	*	*	*	*	*	*	*
EDITING										
Begins each sentence and proper noun with a capital letter		*	*	*	*	*	*	*	*	*
Uses correct spelling		*	*	*	*	*	*	*	*	*
Uses appropriate punctuation		*	*	*	*	*	*	*	*	*
Uses complete sentences		*	*	*	*	*	*	*	*	*
PUBLISHING										
Shares writing with others.		*	*	*	*	*	*	*	*	*
Increases writing vocabulary.						*	*	*	*	*
Uses descriptive words and phrases.						*	*	*	*	*
Uses various organizational strategies, styles, and purposes.						*				
Experiments with organization, style, purpose, and audience.							*	*	*	*
Uses available technology to assist in writing.		*	*	*	*	*	*	*	*	*
Uses left to right pattern of writing.	*									

* Standards will be reinforced as necessary each subsequent year

977

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Prints name, self-selected words, and letters of the alphabet.	*									
Copies simple shapes, designs, numerals, and letters.	*									
Prints legibly:										
Correctly forms letters and numbers;		*	*							
Correctly spaces words and sentences.		*	*							
Begins to recognize cursive letters.			*							
Writes legibly:										
Correctly forms letters and numbers				*	*	*	*	*	*	
Correctly spaces words and sentences				*	*	*	*	*	*	
Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses various types of writing (personal, academic, business, and vocational).							*	*	*	*
Uses dialogue in writing.							*	*	*	*
Composes and revises using a computer.										*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory.					*	*	*	*	*	
Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs.					*	*				
Identifies the eight parts of speech and their uses in a sentence.							*	*	*	
Identifies the parts of a sentence in various sentence patterns:										
subjects (simple and compound)					*					
predicates (simple and compound)					*					
modifiers					*					
Identifies the parts of a sentence in various sentence patterns:										
subject (simple and compound)						*	*	*	*	
predicates (simple and compound)						*	*	*	*	
modifiers (words and prepositional phrases)						*	*	*	*	
complements (predicate adjectives, predicate nominative, direct objects)							*	*	*	
Forms singular, plural, and possessive nouns.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

983

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies principal parts and tenses of regular and irregular verbs.					*	*	*	*	*	
Identifies types of pronouns: subject, object, possessive.					*	*	*	*	*	
Writes simple and compound sentences and avoids fragments and run-on sentences.					*	*	*	*	*	*
Applies standard conventions of American English in:										
Subject-verb agreement					*	*	*	*	*	*
Cases of personal pronouns					*	*	*	*	*	*
Principal parts of verbs					*	*	*	*	*	*
Comparisons of adjectives and adverbs					*	*	*	*	*	*
Pronoun/Antecedent							*	*	*	*
Applies standard rules of capitalization.					*	*	*	*	*	*
Applies standard rules of punctuation.					*	*	*	*	*	*
Spells frequently used words correctly and applies common spelling rules.					*	*	*	*	*	*
Identifies types of pronouns such as personal, interrogative, demonstrative.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes simple and compound sentences and avoids run-ons and nonfunctional fragments.							*	*	*	*
Combines sentences using coordination (i.e., compound sentences).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

987

986

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing.	*									
Alphabetizes words to the first letter.		*								
Alphabetizes words to the second letter.			*							
Alphabetizes words to the third letter.				*						
Uses alphabetical order to locate information.					*	*	*	*	*	
Uses picture dictionaries as information sources.		*								
Uses beginning dictionaries as information sources.			*							
Uses abridged dictionaries to identify appropriate word meanings or correct spellings.				*	*					
Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses guide words to locate words in dictionaries and topics in encyclopedias.			*							
Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information.				*						
Uses guide words to locate information.					*	*	*	*	*	
Determines appropriate resource to answer specific questions.					*					
Locates information using the appropriate reference resources.						*	*	*	*	*
Recognizes the organization of fiction and nonfiction books in the media center.		*	*	*						
Uses call numbers to locate information in the media center.					*					
Recognizes the author, illustrator, and title as identifying items of information about a book.		*								
Recognizes the purpose of the title page and the table of contents.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses book parts including the title page, table of contents, and glossary as information sources.			*							
Uses book parts including title page, table of contents, index and glossary as information sources.				*	*					
List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date.						*	*	*	*	*
Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.		*								
Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources.			*							
Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information.				*	*					

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic.				*						
Skims material to locate specific information.				*						
Develops a simple outline from a short selection.					*	*	*	*	*	
Uses cross reference in multiple types of sources.						*	*	*	*	
Uses the media center and available technology as sources of information and pleasure.		*	*	*	*	*	*	*	*	*
Recognizes differences in paraphrasing, summarizing, and plagiarizing.							*	*	*	
Recognizes organizational systems used for collections or reference sources.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

995

994

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses research process by:										
-Choosing topic					*	*	*	*	*	*
-Formulating questions					*	*	*	*	*	*
-Identifying key words					*	*	*	*	*	*
-Selecting sources					*	*	*	*	*	*
-Skimming					*	*	*	*	*	*
-Paraphrasing					*	*	*	*	*	*
-Taking notes					*	*	*	*	*	*
-Organizing					*	*	*	*	*	*
-Presenting					*	*	*	*	*	*
Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic.							*	*	*	*
Analyzes information to determine relevance to topic.							*	*	*	*
Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

997

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Selects main ideas and supporting details from two or more sources and creates an outline.							*	*	*	
Documents sources with reference citations (bibliography or footnotes).							*	*	*	*
Uses a study technique:										
PQRST (preview, question, read, study, test)					*	*	*	*	*	
SQ3R (survey, question, read, review, report)					*	*	*	*	*	
PQ4R (preview, question, research, read, review, report)					*	*	*	*	*	
4R (research, read, review, report)					*	*	*	*	*	
Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.).							*	*	*	
Works as a team to solve problems.										*

* Standards will be reinforced as necessary each subsequent year

**Introduction to Language Arts
Quality Core Curriculum
Fourth Grade**

Fourth grade students in Georgia will be immersed in a literature-rich environment that includes classic and contemporary fiction and nonfiction selections. When reading orally and silently, they will integrate phonetic strategies, a knowledge of syntactic and semantic relationships, and sight vocabulary to refine their comprehension skills. These students will continue to improve their oral communication skills by participating in conversations and discussions; by responding to literal, inferential and evaluative questions; and by using oral language to inform, persuade and entertain. Through the writing process and personal writing, fourth grade students will write in a variety of genres such as personal narratives, imaginative stories, responses to literature, and content area pieces. Students will receive direct instruction in grammar and usage skills and will begin to use a systematic research process. Handwriting, both manuscript and cursive, will continue to be refined. The media center and available technology will be used as sources of information and pleasure.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Language Arts: Grade 4				
Oral Communication				
LA.4.1	Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.	Listening/Speaking		
LA.4.2	Listens and responds to a variety of literary forms.	Listening/Speaking		
LA.4.3	Follows multiple oral directions.	Listening/Speaking		
LA.4.4	Recalls, interprets, and summarizes information presented orally.	Listening/Speaking		
LA.4.5	Uses oral language for different purposes: to inform, to persuade, and to entertain.	Listening/Speaking		
LA.4.6	Responds to literal, inferential, and evaluative questions on orally presented material.	Listening/Speaking		
LA.4.7	Increases vocabulary to reflect a growing range of interests and knowledge.	Listening/Speaking		
LA.4.8	Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.	Listening/Speaking		
LA.4.9	Uses increasingly complex sentence structures in oral communication.	Listening/Speaking		
LA.4.10	Determines the literal and figurative meaning of words.	Listening/Speaking		
LA.4.11	Determines the meaning of a word based on how it is used in an orally presented sentence.	Listening/Speaking		
LA.4.12	Uses grade/age appropriate standard American English when communicating orally.	Listening/Speaking		

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Written Communication				
LA.4.13	Increases vocabulary to reflect a growing range of interests and knowledge	Reading		
LA.4.14	Classifies and categorizes words into sets and groups with common characteristics	Reading		
LA.4.15	Follows written directions	Reading		
LA.4.16	Reads a variety of materials for information and pleasure	Reading		
LA.4.17	Reads for a variety of purposes in different kinds of texts	Reading		
LA.4.18	*Applies phonetic strategies to read by -Using initial consonant substitution in rhyming words and word families -Using beginning, medial, and ending consonants to orally decode words -Using short, long, and "r" controlled vowel sounds to orally decode words -Using consonant blends, digraphs, and diphthongs to orally decode words	Reading		Skills *These skills were taught in kindergarten through second grade. If students are not applying these phonetic strategies, reteach
LA.4.19	Uses word order and sentence structure to read (Syntax - "Does it sound right?")	Reading		
LA.4.20	Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading (Semantics - "Does it make sense?")	Reading		
LA.4.21	Increases existing sight vocabulary (instant recognition)	Reading		
LA.4.22	Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently	Reading		
LA.4.23	Reads with fluency and expression	Reading		

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1005

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.4.24	Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction	Reading		
LA.4.25	Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction	Reading		
LA.4.26	Identifies the main characters	Reading		
LA.4.27	Identifies characters' actions, motives, emotions, traits, and feelings	Reading		
LA.4.28	Draws conclusions, makes predictions, compares/contrasts, and makes generalizations	Reading		
LA.4.29	Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension	Reading		
LA.4.30	Distinguishes between fact and opinion	Reading		
LA.4.31	Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama)	Reading		
LA.4.32	Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es"	Reading		
LA.4.33	Uses knowledge of root words, prefixes, and suffixes in word recognition	Reading		
LA.4.34	Uses knowledge of synonyms, antonyms, and homophones when reading	Reading		
LA.4.35	Uses examples from literature to create individual and group stories	Writing		
LA.4.36	Uses correct spellings for frequently used sight vocabulary	Writing	Spelling	

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.4.37	Uses learned phonetic strategies to spell correctly	Writing	Spelling	
LA.4.38	Writes legibly -Correctly forms letters and numbers; -Correctly spaces words and sentences	Writing	Pennmanship	
LA.4.39	Writes selections (compositions) of three or more paragraphs about a topic	Writing		
LA.4.40	Writes about self-selected topics	Writing		
LA.4.41	Writes in a variety of genres to produce paragraphs and compositions. -Personal narratives -Imaginative stories -Responses to literature -Content area pieces -Correspondence (including writing letters and addressing envelopes)	Writing		
LA.4.42	Applies correct principles of grammar, parts of speech, usage, and mechanics	Writing		
LA.4.43	Communicates ideas by using the writing process PRE-WRITING -Generates ideas DRAFTING -Focuses on topic -Uses prewriting ideas to complete first draft REVISING -Expands use of descriptive words -Improves sequence -Adds variety of sentence types -Organizes writing to include a clear beginning, middle, and ending EDITING -Begins each sentence and proper noun with a capital letter -Uses correct spelling -Uses appropriate punctuation -Uses complete sentences PUBLISHING -Shares writing with others	Writing		
LA.4.44	Uses available technology to assist in writing	Writing		

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1009

1006

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.4.45	Experiences traditional and contemporary literature through a variety of media	Literature		
LA.4.46	Responds to literal, inferential, and evaluative questions about literature	Literature		
LA.4.47	Responds appropriately to questions about author's purpose, techniques, character development, and plot structure	Literature		
LA.4.48	Demonstrates an interest in various types of self-selected literature through daily reading	Literature		
LA.4.49	Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama)	Literature		
LA.4.50	Distinguishes between fact and opinion	Literature		
LA.4.51	Recognizes cultural diversity represented in literature	Literature		
LA.4.52	Uses alphabetical order to locate information	Reference/Study		
LA.4.53	Uses abridged dictionaries to identify appropriate word meanings and correct spellings	Reference/Study		
LA.4.54	Uses guide words to locate information	Reference/Study		
LA.4.55	Determines appropriate resource to answer specific questions	Reference/Study		
LA.4.56	Uses call numbers to locate information in the media center	Reference/Study		
LA.4.57	Uses book parts, including title page, table of contents, index, and glossary as information sources	Reference/Study		

1011

1010

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.4.58	Uses research process by -Choosing topic -Formulating questions -Identifying key words -Selecting sources -Skimming -Paraphrasing -Taking notes -Organizing -Presenting	Reference/Study		
LA.4.59	Uses various sources (e.g., periodicals, audiovisuals, software, encyclopedias) for information	Reference/Study		
LA.4.60	Uses a study technique PQRST - (preview, question, read, study test) SQ3R - (survey, question, read, review, report) PQ4R - (preview, question, research, read, review, report) 4R - (research, read, review, report)	Reference/Study		
LA.4.61	Develops a simple outline from a short selection	Reference/Study		
LA.4.62	Uses the media center and available technology as sources of information and pleasure	Reference/Study		
LA.4.63	Applies standard rules of capitalization	Grammar and Usage		
LA.4.64	Applies standard rules of punctuation	Grammar and Usage		
LA.4.65	Spells frequently used words correctly and applies common spelling rules	Grammar and Usage		
LA.4.66	Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory	Grammar and Usage		

1013

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1012

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.4.67	Identifies at least five parts of speech, including -nouns -adjectives -verbs -adverbs -pronouns	Grammar and Usage		
LA.4.68	Identifies the parts of a sentence in various sentence patterns -subjects (simple and compound) -predicates (simple and compound) -modifiers	Grammar and Usage		
LA.4.69	Forms singular, plural, and possessive nouns	Grammar and Usage		
LA.4.70	Identifies principal parts and tenses of regular and irregular verbs	Grammar and Usage		
LA.4.71	Identifies types of pronouns: subject, object, and possessive	Grammar and Usage		
LA.4.72	Writes simple and compound sentences, and avoids fragments and run-on sentences	Grammar and Usage		
LA.4.73	Applies standard conventions of American English in -subject-verb agreement -cases of personal pronouns -principal parts of verbs -comparison of adjectives and adverbs	Grammar and Usage		

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1015

1014



Georgia's Quality Core Curriculum

Mathematics Grade 4

Introduction to Mathematics Quality Core Curriculum K-5

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers*, will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics as well as between mathematics and other disciplines.

The mathematical topics are organized by strands: Estimation, Fractions & Decimals, Geometry & Spatial Sense, Measurement, Number Sense & Numeration, Patterns & Relationships, Problem Solving, Statistics & Probability, Whole Number Computation, and Whole Number Operation. These strands extend throughout the K-12 Mathematics QCC, providing continuity and ensuring a smooth transition across elementary, middle, and high school programs. Algebra has been listed as a topic in the K-5 curriculum to alert K-5 teachers that the foundation of algebraic skills is being formed at the elementary level.

The Mathematics QCC is designed to support teachers as they instructionally maximize each child's mathematical experiences. Teachers are urged to provide for movement through the curriculum regardless of a student's current grade level. The use of concrete objects (manipulatives) and visual models is vital for students to understand concepts and explore processes. Knowledge acquisition requires a transition from concrete, through pictorial, to the more abstract for all students at all levels and ages.

This revision of the Mathematics K-5 QCC has incorporated national standards, state competencies, and standardized test objectives for each grade level. Concepts, skills, and content standards have been matched across grade levels to ensure continuity for the learning of mathematics. The revision team members hope that teachers will find this a useful tool when developing lesson plans and that it reduces the need to cross-reference other documents.

Incorporating technology in instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning environment. Calculators and computers are essential tools for learning and doing mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

The Mathematics QCC Revision Team has carefully considered and incorporated curriculum standards proposed by national and state initiatives as well as the revision evaluation suggestions provided by thousands of Georgians. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Mathematics: Grade 4				
Estimation; Number Sense & Numeration				
M.4.1	Rounds two-, three-, or four-digit numbers to the nearest ten, hundred, or thousand	Algebra	Rounding	Skills: Rounds up to four digits.
Estimation; Number Sense & Numeration; and Fractions & Decimals				
M.4.2	Relates models (including number lines and sets) to whole, fractional, and decimal numbers, and estimates the fraction represented by the shaded portion of a non-scaled bar. Understands fractions with denominators of 2, 3, 4, 5, 6, 8, or 10.		Rational Numbers	Skills: Uses models to understand fractions.
Estimation; Problem Solving				
M.4.3	Uses estimation strategies such as front-end, rounding, and compatible numbers to predict computation results and to predict measurements (including money).		Estimation	Skills: Applies estimation strategies.
Estimation; Whole Number Operations; and Whole Number Computations				
M.4.4	Applies mental computation strategies (such as counting up and back, compatible numbers, compensation and multiples of ten, hundred, or thousand) to add, subtract, multiply, and divide.		Mental Computation	Skills: Demonstrates mental computation strategies.
Fractions & Decimals				
M.4.5	Adds and subtracts fractions with like denominators using models.		Fractions	Skills: Uses models to add and subtract fractions.
Fractions & Decimals; Patterns & Relationships				
M.4.6	Relates models (such as base ten blocks) to decimal numbers orally first, then using fractional and decimal notation.		Decimals	Skills: Compares models to fractional and decimal notation.
Geometry & Spatial Sense				
M.4.7	Uses ordered pairs of numbers to locate points on a grid or map and determine the ordered pair for a given point.	Algebra	Coordinate Geometry	Skills: Locates/determines points on grid or map.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.4.8	Identifies and distinguishes among point, ray, line, line segment, and angle		Geometry	Skills: Recognizes point, ray, line, line segment, and angle

Geometry & Spatial Sense; Patterns & Relationships

M.4.9	Determines geometric relationships such as parallel to, perpendicular to, inside, outside, on, symmetrical, same size as, same shape as, same size and shape but different position/orientation		Geometric Relationships	Skills: Determines geometric relationships
M.4.10	Makes models of plane and solid figures, and sorts and classifies these models according to distinguishing characteristics such as sides, angles, lines of symmetry, faces, and edges (such as triangles, quadrilaterals, circles, cones, cylinders, and rectangular prisms)		Plane and Solid Figures	Skills: Categorizes by distinguishing characteristics

Measurement

M.4.11	Selects appropriate customary and metric units of measure		Measurement	Skills: Selects appropriate unit of measure
	Length			
	Millimeter	Inch		
	Centimeter	Foot		
	Meter	Yard		
	Kilometer	Mile		
	Capacity			
	Milliliter	Ounce		
	Centiliter	Cup		
	Liter	Pint (Liquid & Dry)		
		Quart (Liquid & Dry)		
		Gallon		
	Weight/Mass			
	Milligram	Ounce		
	Gram	Pound		
	Kilogram			
	Time			
	Second	Week		
	Minute	Month		
	Hour	Year		
	Day	Decade		
		Century		
	Temperature			
	Degree Fahrenheit			
	Degree Celsius			

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1025

1024

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.4.12	Determines, through concrete experiences, perimeter by adding lengths of sides; area by counting squares; volume by counting cubes; and circumference by measuring with string.	Algebra	Measurement	Skills: Determines perimeter, area, volume, and circumference.
M.4.13	Uses customary and metric units to measure length, capacity/volume (use liquid and dry units), weight/mass, temperature, and time (including telling time to the minute, elapsed time, time before and after hour.) Length Millimeter Inch Centimeter Foot Meter Yard Kilometer Mile Capacity Milliliter Ounce Centiliter Cup Liter Pint (Liquid & Dry) Quart (Liquid & Dry) Gallon Weight/Mass Milligram Ounce Gram Pound Kilogram Time Second Week Minute Month Hour Year Day Decade Century Temperature Degree Fahrenheit Degree Celsius		Measurement	Skills: Compares and contrasts customary and metric measurement.
M.4.14	Determines and estimates amounts of money up to \$20; and adds and subtracts money using decimal notation without and with regrouping.		Money	Skills: Uses monetary values.

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1027

1026

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Measurement; Estimation				
M.4.15	Estimates and measures using appropriate instruments, length, capacity/volume, weight/mass, money, time, and temperature (including measuring to nearest half inch and nearest centimeter). Length Millimeter Inch Centimeter Foot Meter Yard Kilometer Mile Capacity Milliliter Ounce Centiliter Cup Liter Pint (Liquid & Dry) Quart (Liquid & Dry) Gallon Weight/Mass Milligram Ounce Gram Pound Kilogram Time Second Week Minute Month Hour Year Day Decade Century Temperature Degree Fahrenheit Degree Celsius		Measurement	Skills Uses appropriate instrument for measurement

Number Sense & Numeration

M.4.16	Identifies different names for numbers through 99,999 (e.g., standard form, word name, expanded notation, or rational form).		Number Names	Skills Recognizes various number names
M.4.17	Identifies place value for a given digit in numbers through 99,999 and determines the effect that changing a given digit has on the number.		Place Value	Skills Demonstrates effect of place value

Number Sense & Numeration; Whole Number Operations; and Fractions & Decimals

M.4.18	Compares whole numbers and uses models to compare fractions, to identify equivalent fractions, and to compare decimals.	Algebra	Rational Numbers	Skills Compares and contrasts whole numbers, fractions, and decimals
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1023

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1023

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Patterns & Relationships; Number Sense & Numeration; and Whole Number Operations				
M.4.19	Determines a pair of numbers or the missing element of a pair when given a relation or rule, and determines the relation or rule given pairs of numbers.	Algebra	Functions	Skills: Determines the relation or rule between two numbers
Problem Solving				
M.4.20	Selects the appropriate operation(s) for a given word problem.	Algebra	Word Problems	Skills: Chooses appropriate operation for solving word problems.
M.4.21	Solves simple problems (including those involving addition, subtraction, multiplication, and division of whole numbers and money).	Algebra	Word Problems	Skills: Solves simple word problems.
M.4.22	Solves one-, two-, or three-step word problems related to all appropriate fourth grade objectives including those presented orally and in writing, those in charts, tables, and graphs, and those with extraneous or insufficient information.	Algebra	Word Problems	Skills: Solves one-, two-, and three-step word problems.
Problem Solving; Estimation				
M.4.23	Employs problem-solving strategies (e.g., make a chart, graph, or table, make an organized list, guess and check, make a simple problem, look for a pattern, draw a picture, or work backwards).	Algebra	Problem Solving	Skills: Uses problem-solving strategies.
Statistics & Probability				
M.4.24	Explores the concepts of mean and median.	Algebra	Measure of Central Tendency	Skills: Explores mean and median.
Statistics & Probability; Problem Solving				
M.4.25	Collects, reads, interprets, and compares data from charts, tables, and graphs (pictographs, bar graphs, and circle graphs) using a variety of scales and estimation.	Algebra	Data Analysis	Skills: Compares and contrasts data.
M.4.26	Organizes data in charts and tables, and constructs bar graphs or pictographs using appropriate scales of one, two, three, four, five, or ten.	Algebra	Data Organization	Skills: Constructs graphs using various scales.
M.4.27	Determines probability of a given event through use of manipulatives (equally likely, least likely, most likely, likely, and not likely).	Algebra	Probability	Skills: Determines probability.

1030

1031

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Whole Number Operations				
M.4.28	Uses the properties of addition and multiplication (commutative, associative, distributive, and identity elements)	Algebra	Number Theory	Skills: Applies properties of addition and multiplication
Whole Number Operations; Number Sense & Numeration				
M.4.29	Identifies factors and multiples of a given number.	Algebra	Number Theory	Skills: Recognizes factors and multiples
M.4.30	Explores the concept of prime numbers.	Algebra	Number Theory	Skills: Explores prime numbers. Assessment Recommendations: Teacher documents explorations of students.
Whole Number Operations; Whole Number Computations				
M.4.31	Adds and subtracts two- and three-digit whole numbers using vertical and horizontal presentations with and without regrouping with the horizontal rewritten vertically.		Addition and Subtraction	Skills: Adds and subtracts
M.4.32	Recalls basic multiplication and related division facts, and identifies the missing factor in a given number sentence.	Algebra	Multiplication and Division	Skills: Masters basic multiplication and division facts
M.4.33	Multiplies (up to three-digit by one-digit or two-digit by two-digit numbers) and divides (up to three-digit by one-digit numbers) and multiplies two-digit numbers by multiples of one hundred without regrouping.		Multiplication and Division	Skills: Multiplies and divides
M.4.34	Selects appropriate symbol ($+$, $-$, $\times$, $\div$, $<$, $>$, $=$) to make a mathematical statement true.	Algebra	Number Sentences	Skills: Selects appropriate mathematical symbols.

1032

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1933



Georgia's Quality Core Curriculum

**Science
Grade 4**

1034

1035

Introduction to Science Quality Core Curriculum K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching,

and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.
- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.
- Uses indices, tables of contents, and online searches to locate information related to science concepts.

Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

Tools

Uses appropriate tools to collect and analyze data and solve problems.

Basic Process Skills

Observation includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

Classification includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

Communication includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

Measurement includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

Prediction includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

Inference includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

Higher Level Process Skills

Identification of variables includes finding the variables of a system and selecting those to be held constant.

Manipulation of variables includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Interpretation of data includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Operational definition includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

Formulation of models includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

Experimentation includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

Construction of hypotheses includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.

Drawing conclusions includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

Science Quality Core Curriculum Matrix for Grades K through 5						
TOPICS	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Physical Science						
Matter	*		*			*
Sound		*			*	
Light and Color	*				*	
Magnetism and Electricity		*			*	
Motion, Forces and Machines				*		
Heat				*		*
Life Science						
Living Things	*			*		
Plants			*	*		
Animals		*		*		*
Human Body	*					*
Ecology			*		*	
Earth/Space Science						
Earth History				*		
Earth Process						*
Earth Materials	*			*		
Weather/Climate		*			*	
Space Astronomy			*		*	

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
Science (K-5): Grade 4				

Inquiry

S.4.1	Asks questions, makes inferences and predictions, uses estimation and measurement, uses evidence to construct explanations, makes sketches and diagrams to explain ideas, organizes data into tables and charts for interpretation, reads and interprets various types of graphs, formulates simple hypotheses, identifies and controls a limited number of variables, and designs a simple experiment.	Inquiry, Process Skills, and Problem Solving	Accepted methods, processes, and procedures are used to conduct scientific study.
S.4.2	Uses encyclopedias, science reference magazines, books and other media to obtain information related to science concepts.	Reference Skills	Reference materials are available in media centers and online to help students research and evaluate information.
S.4.3	Identifies and practices accepted safety procedures in manipulating science materials and equipment.	Safety	Effective safety practices are essential to performing scientific investigations.
S.4.4	Actively engages in the learning process via hands-on/minds-on science activities and experiments. Uses appropriate tools to collect and analyze data and solve problems.	Activities/Tools	Accepted methods, activities, processes, procedures, and tools are used to conduct scientific study.

Physical Science

S.4.5	Demonstrates how a compass can be used to find direction. Shows how magnetism is used to create a compass and how compasses tell direction.	Energy and Its Transformation: Magnetism	A magnet can be attracted to the Earth's magnetic field.	Skills: Observation Assessment Recommendations: Teacher observation
S.4.6	Demonstrates the relationship between electricity and magnetism. Shows evidence of the interaction between magnetism and current electricity (such as making a simple electromagnet).	Energy and Its Transformation: Magnetism and Electricity	Moving electric charges produce magnetic forces and moving magnets produce electric forces.	Skills: Observation and Communication Assessment Recommendations: Teacher observation, student demonstrations, and portfolio: graphs, reports, written evaluations

1043

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1049

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.4.7	1.3.1 Investigates materials that do or do not conduct electricity. Tests a variety of materials to determine conductors and insulators.	Energy and Its Transformation Magnetism and Electricity	Some materials conduct electricity (electric currents) and some do not.	Skills: Observation, Experimentation, and Prediction Assessment Recommendations: Teacher observation, student demonstrations, and portfolio: graphs, reports, written evaluations.
S.4.8	Distinguishes between static and current electricity. Produces and identifies examples of static and current electricity such as static cling and complete circuits.	Energy and Its Transformation Magnetism and Electricity	Some materials conduct electricity (electric currents) and some do not.	Skills: Observation and Classification Assessment Recommendations: Teacher observation, student demonstrations, and portfolio: graphs, reports, written evaluations.
S.4.9	Demonstrates differences between open-closed circuits and parallel-series circuits. Constructs examples of open and closed circuits and parallel and series circuits with differing numbers of batteries and bulbs.	Energy and Its Transformation Magnetism and Electricity	Electrical circuits require a complete loop through which the electrical current can pass.	Skills: Experimentation Assessment Recommendations: Teacher observation, student demonstrations, portfolio: graphs, reports, written evaluation.
S.4.10	Recognizes sources and illustrates transmission and safe use of electricity. Describes electrical sources to include chemical (battery), mechanical (generator) and light (photoelectric cells). Constructs examples of open and closed circuits using a variety of designs. Tests materials to determine conductors and nonconductors (insulators).	Energy and Its Transformation Magnetism and Electricity	There are a variety of sources for electricity (e.g., hydroelectric, geothermal, and windmills).	Skills: Communication, Manipulation of variables, Observation, Classification, Formulation of Models, and Operational Definition Assessment Recommendations: Teacher observation, student demonstrations, portfolio: graphs, reports, written evaluation.
S.4.11	Measures use of household electricity, describes safe use of electricity and how electricity impacts today's life. Reads accurately a meter used to measure the electricity used by a household. Surveys home and school to investigate evidence of and suggest corrective measures for any safety hazards, such as frayed cords, overloaded outlets or circuits and electrical appliances near water. Describes what a day would be like without electricity.	Energy and Its Transformation Magnetism and Electricity	Using electricity as a source of energy impacts humanity in many ways and requires careful safety procedures.	Skills: Observation and Measurement Assessment Recommendations: Portfolio: graphs, reports, written evaluation.

1050

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1051

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.4.12	Describes sources of sounds and how sounds move through different kinds of matter. Compares how different sounds move through air, water, rock and similar materials.	Energy and Its Transformation Sound	Properties of sound such as pitch and loudness can be altered by changing the properties of the sound source (changing rate of vibration).	Skills: Observation, Classification, Inference, Communication, and Experimentation Assessment Recommendations: Student demonstrations and portfolios logs, reports
S.4.13	Defines sound and identifies its properties. Observes that sound is produced by vibrations.	Energy and Its Transformation Sound	Properties of sound such as pitch and loudness can be altered by changing the properties of the sound source (changing rate of vibration).	Skills: Observation, Communication, Prediction, and Classification Assessment Recommendations: Student demonstrations and teacher observation
S.4.14	Discovers that sound varies in pitch, intensity and quality. Produces sounds that vary as to: high, low or loud, soft, and produces sounds that differ in tone.	Energy and Its Transformation Sound	Properties of sound such as pitch and loudness can be altered by changing the properties of the sound source (changing rate of vibration).	Skills: Observation, Classification, Communication, and Experimentation Assessment Recommendations: Student demonstrations and teacher observation
S.4.15	Investigates the relationship between attributes of waves and qualities of sound. Connects attributes of waves (wavelength and frequency) to attributes of sound (pitch, intensity).	Energy and Its Transformation Sound	Properties of sound such as pitch and loudness can be altered by changing the properties of the sound source (changing rate of vibration).	Skills: Interpretation of Data, Prediction, Classification, and Measurement Assessment Recommendations: Portfolio: reports, graphs, charts, written evaluation
S.4.16	Describes how we hear sounds. Describes how the outer, middle and inner ear transmit vibrations to the brain.	Energy and Its Transformation Sound	The human ear and its various components collect and transmit sound to the brain for interpretation.	Skills: Communication and Observation Assessment Recommendations: Portfolio: diagrams, reports, construct models

1052

1053

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Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.4.17	Recognizes technological devices that produce sound (loudspeakers, bullhorns) or help humans hear better (hearing aid, stethoscope).	Energy and Its Transformation: Sound	Various technological devices amplify and clarify sound	Skills Communication, Observation, and Classification Assessment Recommendations Written evaluation
S.4.18	Demonstrates how light travels and can be separated into a visible spectrum. Produces a rainbow using a prism, water or oil (refraction)	Energy and Its Transformations: Light and Color	Light travels in straight lines until it strikes a surface. Light can be refracted by a prism or other materials into a visible spectrum (prism)	Skills Observation, Inference and Experimentation Assessment Recommendations Student demonstrations
S.4.19	Investigates the characteristics of light, its movement and its action with objects. Demonstrates how to use mirrors to control direction of light (reflection). Manipulates mirrors to demonstrate and measure directions of light beams, angle of incidence and angle of reflection. Observes the refractive behavior of light using lenses (concave and convex), microscopes and telescopes. Distinguishes between transparent, translucent, and opaque.	Energy and Its Transformations: Light and Color	When light hits an object it is absorbed, passes through, or is bounced off the object. A shadow may be produced. The light waves that an object reflects and/or absorbs determine the colors you see.	Skills Constructing Hypotheses, Operational Definition, and Drawing Conclusions Assessment Recommendations Student demonstrations
S.4.20	Predicts changes in shadow length and direction in relation to light source and motion (constructs a sundial or shadow stick).	Energy and Its Transformations: Light and Color	When light hits an object it is absorbed, passes through, or is bounced off its surface. A shadow may be produced. The light waves that an object reflects and/or absorbs determine the colors you see.	Skills E.11.2 Manipulating Variables, Interpreting Data, Formulation of Models, Inference, Construct Hypothesis, and Drawing Conclusions Assessment Recommendations Student demonstration, portfolio: logs, reports, constructs models, and plots and analyzes data
S.4.21	Investigates the relationship of light, color and heat absorption. Makes comparisons of heat absorption based on color of objects (such as clothing or construction paper).	Energy and Its Transformations: Light and Color	The color of an object can determine the amount of heat absorbed.	Skills Prediction, Observation, Interpretation of Data, Identification of Variables, Construction of Hypotheses, and Drawing Conclusions Assessment Recommendations Student demonstration, portfolio: logs, reports, constructs models, and plots and analyzes data

1054

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1055

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.4.22	Describes the technological procedures/devices that use light. Selects a topic and uses a variety of media resources to investigate selected topics (laser, optical fiber technology, or infrared devices)	Energy and Its Transformations Light and Color	Technological tools such as telescopes, microscopes, and lasers help society	Skills Reference Skills Assessment Recommendations: Portfolio: reports, lists, multimedia
Life Science				
S.4.23	Describes relationships in living communities, changes that occur, and the impact of these changes. Constructs a model or diagram of a food chain/food web. Describes the impact of an interruption in the chain	Ecology: Cycles of Matter and Flow of Energy	Changes in an organism's habitat are sometimes beneficial and sometimes harmful	Skills E.14 Observation, Communication, Inference, Prediction, Identification of Variables, Operational Definition, and Formulation of Models Assessment Recommendations: Constructs models, portfolio: reports, diagrams, drawing, teacher observation, written evaluation, and multimedia production
S.4.24	Identifies how matter and energy do or do not cycle in a ecosystem. Describes how matter cycles in a ecosystem (nutrients, producers, consumers and decomposers) but energy must always be added	Ecology: Cycles of Matter and Flow of Energy	Energy flows through an ecosystem from the sun to producers, to consumers and finally to decomposers. The ecosystem constantly needs an input of energy. When living organisms die and decay, matter is recycled into new organisms. Matter cycles between living and nonliving things in an ecosystem	Skills Observation, Communication, and Prediction Assessment Recommendations: Construct models, portfolio: reports, diagrams, drawing, teacher observation, written evaluation, and multimedia production
S.4.25	Discusses causes and possible solutions for pollution. Identifies types of pollution, such as air pollution, water pollution and noise pollution, and discusses how overpopulation contributes to pollution. Formulates ideas for solutions to existing pollution problems	Ecology: Cycles of Matter and Flow of Energy	Humans contribute to environmental problems and attempt to devise strategies to address them	Skills Classification, Communication, Inference, Prediction, Observation, and Manipulation of Variables Assessment Recommendations: Constructs models, portfolio: reports, diagrams, drawing, teacher observation, written evaluation, and multimedia production

1056

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1057

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.4.26	Discusses the importance of recycling and identifies examples of recycled products. Identifies and collects examples of materials that can be reused or recycled and those that cannot. Shows examples of products and materials that are biodegradable and those that are nonbiodegradable	Ecology: Cycles of Matter and Flow of Energy	Some materials can be recycled and used again, often in different forms.	Skills: Classification, Communication, Inference, Prediction, Observation, and Manipulation of Variables Assessment Recommendations: Constructs models, portfolio reports, diagrams, drawings, teacher observation, written evaluation, and multimedia production
Earth/Space Science				
S.4.27	Investigates how the sun's rays striking the Earth causes the seasons. Explores how the tilt of the Earth changes the angle of the sun's rays and causes the seasons	Earth Processes: Weather and Climate	The tilt of the Earth's axis relative to its yearly orbit around the sun causes differences in the heating of the Earth's surface thus producing seasons and weather patterns.	Skills: Observation, Experimentation, Identification of Variables, and Formulation of Models Assessment Recommendations: Constructs models, oral/written reports, and teacher observation
S.4.28	Demonstrates and describes the water cycle and the role of evaporation, precipitation and condensation. Examines the process of change as it relates to water in the atmosphere	Earth Processes: Weather and Climate	Water can change from a liquid to a gas (evaporation), it can reappear as a cloud (condensation), then return to Earth in the form of rain, snow, sleet or hail (precipitation)	Skills: Interpretation of Data, Inferences, Predictions, and Operational Definition Assessment Recommendations: Constructs models, oral/written reports and pictures and diagrams
S.4.29	Uses weather instruments to collect data and measure factors (such as temperature, humidity, air pressure, wind speed and direction)	Earth Processes: Weather and Climate	Tools such as barometers, anemometers, maps and charts often give more information about weather than can be obtained by just observing.	Skills: Investigations, Identification of Variables, and Interpretation of Data Assessment Recommendations: Portfolio logs, reports, graphs

1053

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1053

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.4.30	Interprets simple weather maps and charts and makes forecasts. Identifies pressure systems, fronts and other features from maps and charts, uses this information to develop forecast.	Earth Processes: Weather and Climate	Tools such as barometers, anemometers, maps and charts often give more information about weather than can be obtained by just observing	Skills: E20.2 Interpretation of Data, Communication, Manipulation of Variables, Formulation of Models, Construction of Hypothesis, and Drawing Conclusions Assessment Recommendations: Portfolio: reports, graphs, and charts, teacher observation, and written evaluation
S.4.31	Differentiates between weather and climate and identifies Earth's climate zones	Earth Processes: Weather and Climate	Weather is the set of conditions occurring at the present time Climate is the set of conditions that occurs over a period of time	Skills: Interpretation of Data, Inference, and Operational Definition Assessment Recommendations: Portfolio: reports, graphs, and charts, teacher observation, and written evaluation
S.4.32	Discusses the effects humans have on weather and climate and vice versa. Describes the climatic effects of removal of tropical rain forest, burning of fossil fuels, seeding of clouds, use of fluorocarbons and emissions from internal combustion engines.	Earth Processes: Weather and Climate	Many factors impact weather and climate (burning of fossil fuels, volcanic eruptions, and global warming)	Skills: Inference, Interpretation of Data, and Space-time Relationship Assessment Recommendations: Portfolio: reports, graphs, and charts, teacher observation, and written evaluation
S.4.33	Demonstrates how the position of the Earth, moon and sun causes phases of the moon. Illustrates the position of the Earth, moon, and sun during a day and a month's time, stressing phases of the moon.	Space: Astronomy	From the Earth, the moon appears different every day Approximately every four weeks the moon goes through a full cycle and then repeats	Skills: Observation, Interpretation of Data, Drawing Conclusions, and Formulation of Models Assessment Recommendations: Portfolio: diagrams, drawings, reports, written evaluation, and teacher observation

1060

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1061

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.4.34	Compares and contrasts the Earth and other planets of our solar system. Constructs a model of the earth/moon system and the solar system. Observes a model of the solar system and describes characteristics of the sun and planets.	Space: Astronomy	The planets and stars in our solar system each have unique characteristics.	Skills: Observation, Interpretation of Data, Communication, and Formulation of Models Assessment Recommendations Portfolio: diagrams, drawings, reports, written evaluation, and teacher observation
S.4.35	Illustrates the relative size and distance of planets in our solar systems. Constructs a scale model of the sun and its nine planets.	Space: Astronomy	The planets and stars in our solar system each have unique characteristics.	Skills: Formulation of Models and Operational Definition Assessment Recommendations Portfolio: Diagrams, drawings, reports, written evaluation, and teacher observation
S.4.36	Compares characteristics (size, portion, composition) of celestial bodies such as stars, planets, comets, moons and meteors.	Space: Astronomy	The planets and stars in our solar system each have unique characteristics.	Skills: Classification and Communication Assessment Recommendations Portfolio: diagrams, drawings, reports, written evaluation, and teacher observation
S.4.37	Uses models to relate the movement of the Earth and tilt of the axis to the seasons. Observes through a model the angle of sunlight as it relates to seasonal changes.	Space: Astronomy	The planets and stars in our solar system each have unique characteristics.	Skills: Inference, Formulation of Models, Observation, Interpretation of Data, Construction of Hypotheses, and Drawing Conclusions Assessment Recommendations Teacher observation, portfolio: models, diagrams, reports, and written evaluation

1062

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1063

Georgia Quality Core Curriculum

12/4/97

Strand	Content Standard	Topic	Concept	Notes
S.4.38	Identifies different technological devices and resources that help us study the universe. Investigates how telescopes, satellites sensors and online resources help us understand our universe	Space: Astronomy	Technological devices and advances such as telescopes, satellites and manned space flights help us explore the universe.	Skills: Reference Skills, Communication, and Measurement Assessment Recommendations: Teacher observation, portfolio, models, diagrams, reports, and multimedia presentation

1064

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1065



Georgia's Quality Core Curriculum

Social Studies Grade 4

1066

1067

Introduction to Social Studies Quality Core Curriculum K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

- refining content standards to clarify content and skills
- correlating content standards to appropriate core values
- building on concepts introduced at earlier stages of instruction
- providing content standards that are clearly measurable
- identifying civic responsibility, information processing, and problem-solving skills
- restructuring content for a more equitable grade-level distribution.

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

1070

1071

**Introduction to Social Studies
Quality Core Curriculum
Fourth Grade**

The Early Development of the United States

This course begins with an emphasis on map and globe interpretation, and an overview of comparative regions of the United States. The major focus then shifts to an investigation of the geographic, historical, economic, civic, and cultural development of the early United States. A historical chronology of the growth of America will serve as the organizing theme of this study. Rights and responsibilities of citizens will be emphasized. Georgia history is integrated within the units during appropriate sequencing of events. The unit *Civil War and Reconstruction* may be included in this study but is not required. Local districts have been given the flexibility to teach *Civil War and Reconstruction* standards in fourth or fifth grades. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness in which content should be introduced and taught for effective student understanding and mastery at this level. Map and globe skills will be introduced, developed, and reinforced within this structure.

1072

1073

Georgia Quality Core Curriculum

12/10/97

Strand

Content Standard

Topic

Concept

Notes

Social Studies: Grade 4

Civics

SS.4.1	Identifies the structure of government as described in the Constitution (20)	The Early United States	History of the Constitution	Skills: See Process Skills, Grade 4
SS.4.2	Describes the need for the Bill of Rights and describes the major individual freedoms it guarantees (e.g., Speech, Religion, Press, and Assembly) (21)	The Early United States	History of the Constitution	Skills: See Process Skills, Grade 4
SS.4.3	Identifies the words of the first verse of "The Star Spangled Banner" and recognizes it as the National Anthem (23)	The Early United States	Citizenship	Skills: Recites and/or sings the Star Spangled Banner

Economics

SS.4.4	Cites examples of how unequal distribution of limited resources leads to specialization among individuals and regions of the United States (25)	The Early United States	Interdependence	Skills: See Process Skills, Grade 4
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Geography

SS.4.5	Names ways that regions may be identified including climatic, physical, political, cultural, and economic (1)	The Early United States	Regions	Skills: Compares maps and makes inferences to acquire, process, and report information from a spatial perspective
SS.4.6	Identifies physical regions within the United States and describes major physical features of each region (2)	The Early United States	Regions	Skills: Uses physical maps
SS.4.7	Distinguishes between political and physical maps (3)	The Early United States	Location	Skills: See Process Skills, Grade 4

1674

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1675

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
History				
SS.4.8	Describes the impact of climate and physical environment on the lifestyles of American Indians - Plains - Eastern Woodlands - Southwestern, and - Pacific Northwest. (4)	The Early United States	American Indians	Skills See Process Skills, Grade 4
SS.4.9	Identifies the areas explored, reasons for and results of early explorations by Marco Polo (5)	The Early United States	Exploration to Colonization	Skills See Process Skills, Grade 4
SS.4.10	Compares and contrasts the explorations of France, Spain, England and Portugal during the 14th & 15th centuries - areas explored - motivation behind explorations - obstacles encountered, and - accomplishments. (7)	The Early United States	Exploration to Colonization	Skills See Process Skills, Grade 4
SS.4.11	Describes the impact of early Spanish explorers on native populations in Georgia. (6)	The Early United States	Exploration to Colonization	Skills See Process Skills, Grade 4
SS.4.12	Compares and contrasts early colonial settlements in the New England, Middle Atlantic and Southern Colonies - climate - physical features - settlers' country of origin - settlers' motivations - forms of government, and - use of natural resources. (8)	The Early United States	Exploration to Colonization	Skills See Process Skills, Grade 4
SS.4.13	Describes the settlement in Georgia led by Oglethorpe. (9)	The Early United States	Exploration to Colonization	Skills See Process Skills, Grade 4
SS.4.14	Classifies the original thirteen colonies by regions (New England, Middle Atlantic, and Southern). (10)	The Early United States	Exploration to Colonization	Skills See Process Skills, Grade 4
SS.4.15	Describes how the French and Indian War resulted in expansion of United States Territory. (11)	The Early United States	Expansion	Skills See Process Skills, Grade 4

Wednesday, December 10, 1997

1070

1077

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Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
SS.4.16	Describes the impact of Daniel Boone, the Wilderness Trail, and the Ohio River on westward expansion (24)	The Early United States	Expansion	Skills See Process Skills, Grade 4
SS.4.17	Describes the sources of dissatisfaction that led to the American Revolution (e.g., smuggling, taxation without representation, Intolerable Acts, Stamp Act, Boston Tea Party, and Boston Massacre) (12)	The Early United States	A Nation Is Born	Skills See Process Skills, Grade 4
SS.4.18	Describes lifestyles in the colonies in the 18th century from the perspectives of large landowners, farmers, artisans, women, indentured servants and slaves (13)	The Early United States	A Nation Is Born	Skills See Process Skills, Grade 4
SS.4.19	Distinguishes between loyalists and the patriots (14)	The Early United States	A Nation Is Born	Skills See Process Skills, Grade 4
SS.4.20	Describes the contributions of key individuals in the American Revolution including Colonial and British men, women, and minorities (e.g., George Washington, King George III, Lord North, Cornwallis, John Adams, Samuel Adams, Paul Revere, Ben Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, Molly Pitcher, Crispus Attucks, LaFayette, Nancy Hart, and Benedict Arnold) (17)	The Early United States	A Nation Is Born	Skills See Process Skills, Grade 4
SS.4.21	Describes key events of the Revolutionary War including Paul Revere's Ride, Lexington and Concord, Valley Forge, and Yorktown (15)	The Early United States	A Nation Is Born	Skills See Process Skills, Grade 4
SS.4.22	Describes the major ideas in the Declaration of Independence (16)	The Early United States	A Nation Is Born	Skills See Process Skills, Grade 4
SS.4.23	Describes Georgia's participation in the Revolutionary War (18)	The Early United States	A Nation Is Born	Skills See Process Skills, Grade 4
SS.4.24	Describes challenges faced by the new United States government, with emphasis on the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights (19)	The Early United States	History of the Constitution	Skills Develops, reads and interprets a timeline of events beginning with the Articles of Confederation and ending with the ratification of the Bill of Rights
SS.4.25	Describes major events of the War of 1812 including the writing of "The Star Spangled Banner" and the involvement of the Creeks and the Cherokees in Georgia (22)	The Early United States	The Young Nation	Skills See Process Skills, Grade 4

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
SS.4.26	Explains the social and economic impacts of technology (e.g., cotton gin, McCormick reaper, steamboat, trains, looms, spinning ginny, and telegraph). (26)	The Early United States	Westward Expansion	Skills Obtains information from time schedules and diagrams.
SS.4.27	Identifies causes, key events, and effects of the Civil War and Reconstruction with the emphasis on - Economic and philosophical differences between the North and South (e.g., states' rights, trade imbalance, and slavery) - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman's March to the Sea, and Lee's Surrender at Appomattox) - Life on the battlefield and on the homefront - The effects of the 13th, 14th, and 15th Amendments to the Constitution, and - The impact of Reconstruction policies on the South (e.g., government, education, and the economy). (28)	The Early United States	Civil War	Skills See Process Skills, Grade 4
SS.4.28	Describes how periods in history were reflected through music, art, and literature. (27)	The Early United States	Culture	Skills See Process Skills, Grade 4

Process Skills, Grade 4

SS.4.29	Develops skills for historical, geographical, and cultural analysis to make generalizations about events and life in the United States before 1860 - identifies, interprets and analyzes primary sources and contemporary media - recognizes and explains how different points of view have been influenced by nationalism, race, religion and ethnicity - uses physical maps to draw conclusions about the impact of the physical environment on the settlement patterns and the movement of people - uses a variety of tools in context to understand historical and current events. (29)	The Early United States	Skills	Skills Uses diaries, artifacts, political cartoons and computer information systems. Researches historical documents Uses interviewing techniques Develops a progressive map of the United States within historical context and labels each state and date of admission to the Union Uses timelines, diagrams, charts, time schedules, maps and globes. Uses longitude and latitude, circle measurements (introduced at fourth grade) and scale.
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1080

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Georgia's Quality Core Curriculum

Health & Physical Education Grade 4

**Introduction to Health and Physical Education
Quality Core Curriculum
K-12**

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Health: Grade 4				

Alcohol, Tobacco & Other Drugs

H.4.1	Examines the effects of tobacco products on the respiratory and circulatory systems.	Effects		
H.4.2	Examines the harmful effects of drugs such as inhalants, alcohol, hallucinogens, and marijuana.	Effects		
H.4.3	Explains the importance of safe and appropriate use of prescription and over-the-counter drugs, including vitamins.	Medicines (Safety Rules)		
H.4.4	Critiques advertisements and commercials that encourage the use of medicines, alcohol and tobacco products.	Persuasion		

Disease Prevention

H.4.5	Recognizes digestive diseases/illnesses (e.g., ulcers, colon cancer, eating disorders, and diabetes) and discusses methods of prevention.	Digestive System		
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Growth and Development

H.4.6	Identifies the parts and major functions of the digestive system.	Digestive System		
H.4.7	Relates how personal health practices dealing with nutrition, disease prevention, alcohol, tobacco products, and other drug use affect the functions of the digestive system.	Lifestyle		

Mental Health

H.4.8	Identifies positive and negative peer pressures.	Peer Pressure		
H.4.9	Explains how to assertively deal with negative peer pressure.	Peer Pressure		

1086

1087

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
H.4.10	Practices appropriate negotiation skills to resolve conflict (e.g., "I" messages, conflict resolution, active listening, restating, and effective communication skills).	Conflict Resolution		
H.4.11	Names and practices skills that communicate care, consideration, and respect of self and others, including those with disabilities.	Interpersonal Relationships		
H.4.12	Describes and debates consequences of healthy and harmful friendship choices.	Friendships		
Nutrition				
H.4.13	Identifies age-appropriate dietary guidelines.	Dietary Guidance		
H.4.14	Evaluates personal diet based on recommended dietary guidelines and the food guide pyramid.	Dietary Guidelines		
H.4.15	Concludes that foods must be digested before they can be used by the body.	Digestion		
H.4.16	Recognizes the role of proper food storage and preparation in the prevention of illness.	Food Preparation		
Personal Health				
H.4.17	Relates the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being.	Lifestyle		
H.4.18	Sets a personal health goal based on an individual health risk assessment, and makes progress toward its achievement.	Lifestyle		Skills Goal Setting
Safety				
H.4.19	Predicts the consequences of individual behavior related to accidents and injuries.	Accident Prevention		Skills Decision Making

1083

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
H.4.20	Formulates a responsible personal safety plan for emergencies that occur in the home and/or school	Emergency Planning		
H.4.21	Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect and emotional abuse)	Violence Prevention		
H.4.22	Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, counselor)	Resources		

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1091

Georgia Quality Core Curriculum

12/12/97

Strand

Content Standard

Topic

Concept

Notes

Physical Education: Grade 4

Elementary

PE.4.1	Participates in fitness assessment (i.e., Fitness Gram) and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness.	Physical Fitness	Health-Related	Skills: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations: Fitness test, student journal
PE.4.2	Identifies several activities related to each component of physical fitness.	Physical Fitness	Health-Related	Skills: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations: Written test, student project (collects pictures of people participating in physical activities and identifies those that contribute to each)
PE.4.3	Interprets the results and significance of information provided by formal measures of physical fitness.	Physical Fitness	Health-Related	Skills: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations: Student journal
PE.4.4	Demonstrates beginning skills of a few specialized movement forms: sports, gymnastics, and dance.	Movement Concepts	Specialized Movements	Skills: Using sports skills Performing gymnastics Maintaining static and dynamic balance Rhythms Assessment Recommendations: Teacher observation, peer observation, and portfolio development (illustrates favorite activity and writes why it is their favorite)

1092

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1093

Georgia Quality Core Curriculum

12/12/97

Straud	Content Standard	Topic	Concept	Notes
PE.4.5	Identifies and applies components of complex rhythms and dance	Movement Concepts	Rhythms and Dance	Skills Performing dance steps Timing and Rhythm Assessment Recommendations: Teacher observation, video analysis, and peer observation
PE.4.6	Demonstrates the ability to combine mature forms of locomotor/nonlocomotor skills into repetitive patterns with and without equipment	Movement Competencies	Mature Forms	Skills: Using locomotor/nonlocomotor skills Assessment Recommendations: Teacher observation, video analysis, and peer observation
PE.4.7	Identifies and applies concepts to improve performance in fundamental and selected skills	Movement Competencies	Fundamental Skills Time Relationships	Skills: Using locomotor/nonlocomotor Assessment Recommendations: Teacher observation, peer observation, and portfolio development, including concepts to improve performance
PE.4.8	Demonstrates responsible personal and social behavior in physical activity settings Follows activity-specific rules, procedures and etiquette	Self-Management	Self-Management	Skills: Exercising self-management Assessment Recommendations: Teacher observation and student participation in decision-making

1094

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Georgia's Quality Core Curriculum

Fine Arts Grade 4

1096

1097

Introduction to Fine Arts Quality Core Curriculum K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts
- **Historical and Cultural Context**
Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context
- **Critical Analysis and Aesthetic Understanding**
Responding to the Fine Arts through critical analysis and aesthetic understanding
- **Connections**
Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

Introduction to Dance Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order*. Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

1101

1100

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. *Elements of Movement* includes aspects of *space, shape* and *force*. The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

Dance Glossary

Aesthetic criteria. Standards on which to make judgments about the artistic merit of a work of art.

Alignment. Proper body posture for dance.

Artistry. Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

Body shapes. The spatial contour the body makes such as curved, angular, twisted, or straight.

Centering. Using proper body alignment to maintain one's balance.

Choreographic structure. The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

Choreography. The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

Clarity. Execution of technical dance steps in a clear and concise manner.

Combination: Series of technical dance steps performed by the dancer.

Composition. Using combinations of movement or movement phrases to form a greater body of work.

Dynamics. The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

Energy. An element of dance; the force and quality of movement defined by the degree of impetus and effort.

General space. A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

Improvisation. Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

Kinesthetic awareness. The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

Levels. The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

Locomotor movement. Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

Movement quality. The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

Movement phrase. Dance sequences that have a sense of completion.

Movement theme. A complete idea in movement that is manipulated and developed within a dance.

Musicality: Ability to respond to a rhythm while moving.

Negative space. The empty or open space created when a shape is made by the body.

Nonlocomotor/axial movement. Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

Partnering. Leading, following, or mirroring someone.

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Pathway. The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

Personal space. The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

Positive space. The filled space created by the body when a shape is made in space.

Rhythmic acuity. The kinesthetic, auditory recognition of, and response to various complex time elements.

Spatial concept. One's relationship to the space around them.

Style. A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

Time. An element of dance which measures tempo/speed and force/energy.

Technique. Refined physical skills pertaining to a particular style of dance.

Time. The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

Vibratory. Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

Warm-up. Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Dance: Grade 4				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAD.4.1	Participates in warm-up activities related to strength, muscular endurance, heart-lung endurance, flexibility, speed, balance, power, and agility	Training and Technique		
FAD.4.2	Performs combinations of locomotor and nonlocomotor movements	Training and Technique		
FAD.4.3	Refines skills in basic movements with props	Training and Technique		
FAD.4.4	Participates in dance techniques requiring greater control and clarity of movement (e.g., moving in parallel and turned-out positions, moving with constant flow), and control of force/energy, skills of elevation, turning, balancing, and changing direction	Training and Technique		
FAD.4.5	Demonstrates increased knowledge of spatial concepts: space (symmetrical, asymmetrical, wide, narrow), pathways (straight, curved, zig zag), levels, dimension, and relationships combined with knowledge of force (energy)	Elements of Movement		
FAD.4.6	Expresses thoughts, ideas, and feelings through structured improvisation	Composition		
FAD.4.7	Creates and performs more complex dance compositions	Composition		
FAD.4.8	Demonstrates increased knowledge of dance terminology	Training and Technique		
FAD.4.9	Develops concentration skills necessary for performance	Training and Technique		
FAD.4.10	Refines skills in basic movements with props	Training and Technique		
FAD.4.11	Applies positive work habits and self-discipline through dance activities	Training and Technique		

1110

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Connections

FAD.4.12	Increases knowledge of rhythmic concepts: syncopation, simple counterpoint, and meter	Interdisciplinary		
FAD.4.13	Identifies the correlation between dance and other subject areas	Interdisciplinary		
FAD.4.14	Demonstrates an understanding of dance as a means of communication, expression, and interaction	Interdisciplinary		

Critical Analysis and Aesthetic Understanding

FAD.4.15	Identifies characteristics unique to various types of theatre dance (e.g., ballet, jazz, tap, modern, etc.)	Criticism		
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Historical and Cultural Context

FAD.4.16	Participates in folk dances representative of various cultures	Multicultural Context		
FAD.4.17	Understands historical perspectives of different styles of dance in a variety of cultures	Multicultural Context		

1112

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Introduction to Music Quality Core Curriculum K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

Music Glossary

Articulation. In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Body percussion. Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

Classroom instruments. Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

Competency level. Proficiency level corresponding with the musical ability of the student.

Cultural. The customs and/or beliefs of a racial, religious, or social group.

Chording instruments. Instruments which enable the performer to sound chords.

Dynamic levels, dynamics. Degrees of loudness.

Developmentally appropriate. The instructional level at which students may most effectively assimilate new information.

Elements of music. Pitch, rhythm, harmony, dynamics, timbre, texture, form.

Environmental sounds. Sounds that naturally occur or which can be produced from materials found in the environment.

Expressive qualities. Any articulation, dynamic, or tempo marking used to interpret music.

Ethnic music. Musical forms or styles indigenous to a specific culture.

Folk source. Identification of a specific genre.

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Formal structure. See *Form*.

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation. The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

Line notation. Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

Meter signature / time signature. An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

Media. Written, visual, audible, and technological resources.

Musical heritage. Knowledge of historical and cultural backgrounds.

Ostinato. Short musical patterns that are repeated persistently through some composition.

Pre-notation symbols. Line notation of rhythm and/or melody.

Style. The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre. The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality. The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

Technique. The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

Technology. A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

Texture. The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

Georgia Quality Core Curriculum

12/17/97

Strand

Content Standard

Topic

Concept

Notes

Fine Arts: Music: General Music: Grade 4

Artistic Skills and Knowledge: Creating, Performing, Producing

FAM(GM).4.1	Responds to music in a variety of instrumental and vocal styles through listening, moving, singing, and playing instruments	Performance Skills	Rhythm, Melody, Harmony, Form, and Expressive Qualities
FAM(GM).4.2	Distinguishes between the sounds of bands and orchestras	Listening Skills	Timbre and Expressive Qualities
FAM(GM).4.3	Distinguishes aurally between music in major and minor keys	Listening Skills	Melody and Harmony
FAM(GM).4.4	Identifies orchestral families and their members by sight and sound	Knowledge	Timbre
FAM(GM).4.5	Recognizes differences in vocal register and quality, such as soprano, alto, tenor, bass, child's voice, and boy soprano	Listening Skills	Timbre
FAM(GM).4.6	Recognizes how melody, rhythm, timbre, and texture affect the style of music	Knowledge	Expressive Qualities, Melody, Rhythm, Timbre, and Musical Heritage
FAM(GM).4.7	Distinguishes among repeating and contrasting phrases, sections, and simple formal structures -- AB, ABA, AABA, and ABACA	Listening Skills	Form
FAM(GM).4.8	Performs with increasing accuracy in pitch, dynamic level, tone quality, diction, blend, and balance by singing developmentally appropriate songs	Performance Skills	Melody, Timbre, and Expressive Qualities
FAM(GM).4.9	Sings in harmony by performing rounds, echo songs, partner songs, simple ostinato, and descants	Performance Skills	Melody, Harmony, and Expressive Qualities
FAM(GM).4.10	Plays melodic, harmonic, and percussive instruments to accompany folk and ethnic music	Performance Skills	Melody, Rhythm, Harmony, Expressive Qualities, and Musical Heritage

1124

1125

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(GM).4.11	Creates movements for musical dramatizations	Creative Skills	Expressive Qualities	
FAM(GM).4.12	Creates sound compositions, sound stories, and sound collages using body percussion, environmental sounds, and classroom instruments	Creative Skills	Expressive Qualities, Melody, and Rhythm	
FAM(GM).4.13	Creates simple pentatonic improvisations on melodic instruments	Creative Skills	Rhythm, Melody, and Expressive Qualities	
FAM(GM).4.14	Creates improvised accompaniments on melodic instruments to pentatonic songs	Creative Skills	Rhythm, Melody, and Expressive Qualities	
FAM(GM).4.15	Improvises accompaniments using body percussion, environmental sounds, and classroom instruments	Creative Skills	Rhythm, Melody, and Expressive Qualities	
FAM(GM).4.16	Identifies composer or folk source and documented publication information from musical score	Knowledge	Musical Heritage and Notation	
FAM(GM).4.17	Identifies the flat and sharp symbols and understands their function	Knowledge	Notation	
FAM(GM).4.18	Recognizes and names frequently used musical symbols such as treble clef, notes, rests, and 2/4, 3/4, and 4/4 meter signatures	Knowledge	Notation	
FAM(GM).4.19	Demonstrates growth in knowledge of music vocabulary appropriate to the level	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	Vocabulary should be taught in context
FAM(GM).4.20	Creates new texts for familiar songs	Creative Skills	Expressive Qualities	
FAM(GM).4.21	Performs simple instrumental melodic patterns and rhythmic patterns by ear and from notation	Performance Skills	Notation, Melody, and Rhythm	
FAM(GM).4.22	Explains and follows text for multiple-stanza songs	Knowledge	Form	

1126

1127

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(GM).4.23	Performs from notation simple scale patterns	Performance Skills	Melody and Notation	
Critical Analysis and Aesthetic Understanding				
FAM(GM).4.24	Describes personal response to listening selections	Appreciation	Expressive Qualities	
Historical and Cultural Context				
FAM(GM).4.25	Interprets text and musical style in folk and ethnic music of America and other countries	Appreciation	Expressive Qualities and Musical Heritage	
FAM(GM).4.26	Demonstrates emerging skills in folk dances from a variety of cultures	Performance Skills	Expressive Qualities, Melody, and Musical Heritage	
FAM(GM).4.27	Sings songs representing a variety of cultures using English and simple non-English texts	Performance	Melody, Expressive Qualities, and Musical Heritage	
FAM(GM).4.28	Expands knowledge of selected famous composers	Knowledge	Musical Heritage	

1123

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Introduction to Theatre Quality Core Curriculum K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

Theatre Glossary

Aesthetic criteria. Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aural. Physical element involving listening.

Drama. A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Electronic media, Dramatic media. Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

Ensemble. Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

Environment. Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Front of house. The box office and lobby.

House. Commonly defined as the area in which the audience is seated.

Improvise. To spontaneously use movement and speech to create a character or object in a particular situation.

"In character." Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

Kinetic. Physical element involving movements of the body.

Motivation. The actor's reason for doing or saying something.

Oral. Physical element involving the use of the voice.

Pitch. The highness or lowness of one's voice.

Properties (Props). Any object used by actors to enhance character portrayal.

Sensory recall. To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

Tempo. The speed at which someone talks or the pace of production.

Theater. The place that is the setting for dramatic performances.

Theatre. The imitation/representation of life, performed for other people; the performance of dramatic literature.

Three dimensional character. A character that has a variety of emotions, strengths, and weaknesses.

Tone. The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

Underrepresented artist. Those who work in nontraditional art forms.

Visual. Physical element involving sight.

**Introduction to Theatre
Quality Core Curriculum
3-5**

Students gain a control and understanding of process in these grades. The QCC establishes strong interdisciplinary connections between Theatre and Language Arts and Social Studies QCCs - connections that can assist all classroom teachers, particularly in areas where no theatre teacher is available. The overall goal in these grade levels is to help students continue to deepen their understanding of the process of theatre and gain a more focused personal control of expression. The Theatre 3-5 QCC allows teachers to select specific standards to teach, either as a part of other curricula or holistically.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Theatre Arts: Grade 4				

Artistic Skills and Knowledge: Creating, Performing, Producing

FATA.4.1	Demonstrates collaborative group skills when planning and executing drama activities.	Artistic Discipline	Teamwork	
FATA.4.2	Applies basic drama and theatre vocabulary (e.g., script, play, scenario, and tableau).	Artistic Discipline	Vocabulary	
FATA.4.3	Adapts short poems, narratives, stories, and monologues to simple scripts.	Scripting	Role of playwright	
FATA.4.4	Identifies and applies dramatic elements of plot, setting, character, and dialogue.	Scripting	Dramatic elements	
FATA.4.5	Applies dramatic elements in planning and writing short (one page) scripts and scenarios based on personal experience and heritage: literature, imagination, or history.	Scripting	Writing Process	
FATA.4.6	Uses emotional recall to interpret and enact experience.	Acting	Sensory Awareness	
FATA.4.7	Identifies and applies observation as the basis for creating a role.	Acting	Observation	
FATA.4.8	Uses physical and verbal action to communicate mental image.	Acting	Imagination	
FATA.4.9	Uses a variety of facial expressions, gestures, physical movements, and body language to express ideas, feelings, character traits, and motivations.	Acting	Body Movement	
FATA.4.10	Identifies and uses six basic stage areas for classroom drama.	Acting	Stage Movement	
FATA.4.11	Recognizes vocal elements of pitch, rate, articulation, volume, intensity, breath support, and relaxation.	Voice, Speech, and Language	Vocal Elements	

1133

1133

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.4.12	Identifies physical, emotional and social attributes of characters.	Acting	Characterization	
FATA.4.13	Assumes the role and responsibilities of the director in drama activities.	Directing	Role of Director	
FATA.4.14	Designs, creates, and uses simple technical elements for drama activities.	Technical Theatre	Design/Production	
FATA.4.15	Describes the role and responsibilities of the designer/technician in drama activities.	Technical Theatre	Role of Designer/Technician	
FATA.4.16	Researches and reports information that supports drama activities.	Research	Resources	
FATA.4.17	Applies dramatic form to communicate meaning using story dramas, short scripts and plays, readers' theatre, pantomime, puppetry, poetry theatre, "process drama," monologue, storytelling, and/or tableau.	Creating Theatre	Dramatic Form	
FATA.4.18	Participates in and communicates through the creative drama process in a group setting. PRE-PLAYING -Participates in warm-up activities -Generates ideas about story, topic, or theme PREPARATION -Listens to story and discusses ideas -Determines drama elements: who, when, where, and what; sequence of actions PLAYING -Assumes roles in drama EVALUATION/REFLECTION -Critiques playing -Discusses meaning REPLAY -Builds on suggestions -Enhances with simple technical elements SHARING -Shares drama with an audience.	Creating Theatre	Process	

Connections

FATA.4.19	Recognizes and describes how the arts play an important role in the everyday life of the community.	Connecting	Other arts
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1140

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1141

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.4.20	Uses other disciplines such as social studies, language arts, foreign languages, physical education, and science for ideas for drama	Connecting	Other Disciplines	
FATA.4.21	Creates dramas based on ideas, concepts, and events from the early development of the United States	Connecting	Other Disciplines	
FATA.4.22	Uses existing technology to support drama/theatre activities	Technology		
FATA.4.23	Recognizes and describes how the arts play an important role in the everyday life of the community	Connecting	Other Arts	

Critical Analysis and Aesthetic Understanding

FATA.4.24	Establishes and uses simple criteria for evaluating dramatic presentations	Dramatic Presentation	Evaluation	
FATA.4.25	Recognizes explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations	Theatre Presentations	Interpretation	
FATA.4.26	Recognizes implicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations	Theatre Presentations	Interpretation	
FATA.4.27	Identifies, compares, and contrasts dramatic form and presentations as a participant or as an audience member	Presentation	Interpretation	
FATA.4.28	Describes and demonstrates the role and responsibility of the audience	Presentation	Role of the audience	
FATA.4.29	Demonstrates awareness of and uses school, community, and professional resources for theatre experiences	Theatre Resources	Awareness	

Cultural Analysis and Aesthetic Understanding

FATA.4.30	Locates and selects a variety of literature as a basis for drama activities including poems, short stories, monologues, diaries, and plays	Literature	Dramatic form	
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1142

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1143

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Historical and Cultural Context				
FATA.4.31	Compares and contrasts cultures through drama activities.	Multicultural Heritage		
FATA.4.32	Demonstrates an awareness that drama comes from all cultures throughout time.	Multicultural heritage	Theatre history	

1144

1145

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Introduction to Visual Arts Quality Core Curriculum K-12

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

Art History: Historical and Cultural Context

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

Interdisciplinary Connections

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

Visual Arts Glossary

Abstract. Generalized art which retains the essence or characteristics of a recognizable subject or object.

Additive sculpture. Modeling a sculpture by adding materials to it until the desired effect is maintained.

Aerial perspective. The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

Aesthetics. A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

Airbrush. Atomizer operated by compressed air used for spraying paint.

Analogous. Three colors that are next to each other on a color wheel and which have a common hue.

Analysis. Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

Animation. The illusion of movement caused by successive presentations of inanimate objects in rapid order.

Architecture. The art of designing and planning the construction of buildings, cities, and/or bridges.

Art history. A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

Arts disciplines. Studies which include dance, music, theatre, and visual arts.

Assess. To analyze and determine the nature and quality of achievement through means appropriate to the subject.

Asymmetrical balance. An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

Aural. Art that incorporates sound.

Background. The part of the picture plane that seems to be farthest from the viewer.

Balance. A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

Batik. A system of dyeing fabric in which selected areas are protected from the dye with wax.

Biomorphic. See organic.

Calligraphy. The art of lettering.

Ceramics. Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

Collage. A collection of materials arranged for a composition or design on a flat surface.

Color. A visually perceived hue.

Color scheme. Plan for organizing color.

Complementary. Colors opposite each other on a color wheel that contrast with each other.

Composition. The way in which the parts of an artwork are put together or organized.

Content. Message the artist is trying to communicate in a work of art.

Context. A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

Contour. Interior and exterior edges of objects.

Contour line. A line that follows the edges or edge of a shape or form.

Contrast. Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

Cool colors. Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

Create. To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Critical process. Description, analysis, interpretation, and evaluation used in discussing artworks.

Criticism. Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

Critique. To review, analyze, and discuss works of art.

Cross cultural. Art across cultures (intercultural).

Culture. Behaviors, customs, ideas, and skills of a distinct group of people.

Dominance. A principle of design where one element is emphasized.

Edition. A set number of productions of a work of art.

Elements of design. Line, shape, form, color, space, texture, and value.

Emphasis. A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

Enameling. The process of firing special powder or enamel pigments on copper or silver in a kiln.

Ethnic art. Art inspired by a specific culture.

1155

Exhibitions. An organized display of works of art.

Explore. A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

Expression. A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Fiber arts. Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

Folk art. A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

Foreground. The space which appears to be closest to the viewer.

Form. 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

Free-flowing (Free-form). Any curvilinear, asymmetrical shape not bound by hard edges.

Functional art. Art designed for a certain purpose.

Functions (and purposes) of art. Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

Geometric form. Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

Geometric shapes. Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

Glazing. A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

1157

Gradation. A gradual smooth change from light to dark, rough to smooth, or one color to another.

Graphic design. A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

Handbuilding. A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

Harmony. The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

Horizon line. The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

Hue. The name of a color.

Illustration. A work of art that usually seeks to join visual and discursive information for the purposes of communication.

Intensity. The brightness (purity) or dullness of a color, also known as chroma.

Intermediate colors (Tertiary). A color made by mixing a primary color with a secondary color.

Jewelry. A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

Kinetic. Art designed to move by natural or man-made forces.

Line. An uninterrupted actual mark or implied direction going from one point to another.

Linear perspective. Showing depth and distance in a picture with converging lines.

Maquettes. A small sculpture made as a preliminary model.

Materials. Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

Media. Broad categories for grouping works of visual art according to the art materials used.

Media arts. Art forms that deal with electronic technologies.

Middle ground. A term used to define a level surface behind the foreground and in front of the background.

Mixed media. The use of different materials in the same work of art.

Model or modeling. To shape or build up with malleable media.

Monochromatic. Uses only one hue and variations obtained from its tints, shades, and tones.

Montage. A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

Mosaic. A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

Motif. A recurring element, subject, or theme in works of art.

Movement. A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

Movements (arts). Refers to an historical or cultural period when certain styles became prevalent.

Multi-cultural. Refers to more than one culture.

Negative space. The space around and through a shape or object.

Neutral colors. Colors formed by mixing complementary colors on the color wheel.

Non-objective. Shapes/forms created with no regard to an identifiable subject or object.

One-point perspective. A system of creating the illusion of space in the picture plane using one vanishing point.

Organic form. Three-dimensional free-flowing shapes found in nature.

Organic shape. Two-dimensional or flat free-flowing shapes found in nature.

Origami. The art of Oriental paper folding.

Papier Maché. A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

Pattern. Repetition of a motif involving line, shape, color, value, or space in a composition.

Perception. Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Perspective. The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

Photogram. A process in which light-sensitive paper is exposed with objects to create positive and negative space.

Photography. The technique of capturing optical images on light sensitive surfaces.

Pin hole camera. A hand made camera using a pin hole opening to expose the film to light.

Pointillism. A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

Portfolio. A comprehensive collection of student work.

Positive space. The space in a composition occupied by the subject or objects.

Primary colors. Red, yellow, blue.

Principles of design. Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

Printmaking. The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

Process. A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

Proportion. Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult $7\frac{1}{2}$ heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.
- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

Radial balance. Type of balance in which forces or elements of a design come out from a central point.

Realism. A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

Repetition. A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

Rhythm. Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

Scale. Proportion.

Sculpture. Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

Secondary colors. Colors created by mixing two primary colors; orange, green, and violet.

Self-portrait. A rendering of the artist's own likeness.

Shade. A color with black added to it to change color value.

Shading. Gradation of tone or filling in areas through shadows.

Shape. Any two-dimensional area defined by line, color, tones, or edges.

Space. A perceived area or surface.

Spatial. Of, or existing, in space.

Split-complementary colors. A color and the two colors on either side of its complement on the color wheel.

Stained glass. Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

Structures. Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

Style. An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

Subtractive sculpture. Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

Symbol. Something that stands for, or represents, something else.

Synthesis. Combining of parts into a whole.

Tactile. Appealing to the sense of touch.

Techniques. Specific methods or procedures used in a larger process; for example, graduation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

Technologies. Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

Temporal. Worldly; or time; art enduring for a time.

Tertiary. The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

Texture. The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

Theme. A subject or topic in artwork.

Three-dimensional form. Objects which have height, width, and depth.

Thumbnail sketches. Small drawings used to develop an idea or composition.

Timeline. Chart showing the chronological progression of art history.

Tint. A color with white added to raise or lighten its value.

Tone. Changes in intensity.

Triadic. The colors found on the color wheel which form an equilateral triangle.

Two-dimensional. Flat area having height and width but no actual depth.

Two-point perspective. Perspective viewed when an object is observed from an angle. There are two vanishing points.

Unity. A principle of design referring to the arrangement of a work in which all parts seem interrelated.

Value. The element of art that refers to the lightness or darkness of an object or color.

Value scale. Gradation of dark to light usually made on a scale of 1-10.

Variety. A principle of design concerned with difference or contrast.

Visual art. A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Warm colors. Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

VISUAL ARTS CONTENT MATRIX, GRADE K-5

Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
SUBJECTS/THEMES	Animals Farms People Zoo Food Weather Plants Clothing Literature Transportation Artists in Community My Family At Play National Symbols Customs of Holidays Vacation My Neighborhood Real & Make Believe Community Helpers Self-awareness Habitats Communication Modes	Celebrations Imagination Family Units and Family Members Jobs/Responsibilities Artists in Community Community Buildings American Citizens Community Helpers Machines Help People Lights & Shadows Weather & Seasons Celestial Objects Animals, Plant Parts Movement and Energy Literature (Stories)	Symmetry, Patterns Light and Shadow, Sun Landscapes: Rock/Soil Weather By Seasons Plant/Animal Habitats Literature (Stories) Native Americans Colonists and Early American Settlers Communities Long Ago And Today People Playing Music Instruments Symbols Famous People Folk Games Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ Who Makes Art?	Shapes and Solids Same Size, Shape, But Different Position Measurement Simple Machines Shadow Changes Earth's Surface: Volcanoes, Erosion, Earthquakes Changes that Occur With Time Local Community History Urban, Suburban and Rural Communities Symbols/Observances of American Heritage Native Americans	Architecture: Solid Figures Earth Materials and Features Adaptation of Plants and Animals to Their Environment Seascapes in Art Forest, Desert, Plains, Mountain Landscapes Climate People: Different and Similar Georgia History and Geography Famous People Still Lives	Westward Expansion American Revolutionary War World War I and World War II Eras Art and Technology Industrialization Immigrants Art of Canada Literature (stories, poems): Emotions Ratio and Percent Properties of Planes and Solids Measure (Angles) Big Ideas in Art
ELEMENTS OF ART PRINCIPLES OF DESIGN	Colors: Red, Yellow, Blue, Orange, Violet, Green, Black, Brown, Gray, White (Pigment colors); Lines: Shapes: Geometric & Organic; Forms; Textures; Patterns	Colors: Primary and Secondary; Lines: Outlines, Edges; Shapes: Geometric and Organic; Form: Not Flat; Space: Positive and Negative; Textures: Sight and Touch; Overlapping; Shapes; Patterns; Organizing By Size and Shape	Colors: Warm and Cool, Tints and Shades; Lines: Horizontal, Vertical and Diagonal; Shapes: Overlapping, Size and Placement; Form: Geometric Solids, Space: 2-D Shapes and 3-D; Forms; Balance: Symmetry and Radial; Movement and Rhythm	Colors: Intermediate, Values; Lines: Expressive, Descriptive and Directional (parallel); Textures: Implied and Actual; Space: Fore-ground, Middleground and Background; Balance: Symmetrical and Asymmetrical; Center of Interest/Emphasis	Colors: Hues, Value, Intensity, Neutrals, and Complementary; Shapes and Space: Positive and Negative; Space: Overlapping, Placement (Scale), Color Intensity, Detail; Movement: Point of View; Lines: Different Functions; Contrast	Colors: Analogous, Complementary and Monochromatic; Form: Open/Closed; Linear Perspective; Proportion; Contrast Lines, Shapes, Space, Forms, Textures
ART MATERIALS	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempura, Clay, Paper, Fibers, Wood, Mixed Media, Technology, Watercolors, Inks	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempura, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempura, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors, Papier-mâché	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempura, Paints, Clay, Paper, Fibers, Wood Mixed Media, Jewelry, Technology, Inks, Watercolors, Papier-mâché	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempura, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempura, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks

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1172

1173

Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ART TECHNIQUES	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling: Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling Manipulating, Stitching, Appliquéing
ART PRODUCTS	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Architecture, Rubbings, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Puppets, Architecture, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Paintings, Weavings, Stitcheries, Architecture, Puppets, Computer Art, Landscapes, Banners, Quilts, Logos, Designs, Mosaics, Sculptures	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Weavings, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Paintings, Landscapes, Quilts, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Collagraph Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Computer Art, Paintings, Mosaics, Landscapes, Quilts, Seascapes, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Paintings, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Montage Weavings, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Quilts, Collagraphs
FUNCTIONS OF ART	Self-expression Symbols of Nationhood (Flag)	Self-expression Habitation	Self-expression Celebration Contribution to Play and Recreation	Self-expression Depiction of Historical Event, People and Times Cultural Values and Beliefs	Self-expression Habitation Utilitarian Depiction of Event, People, and times	Self-expression Symbols of Affiliation Communication Realism Emotionalism/ Expressionism Structuralism/ Formalism
STYLES OF ART			Early American Art Colonial Art Native American Art Representational Art	Colonial Art Early American Art Native American Art Non-Western Art	Native American Art Colonial Art Non-Western Art	American Art of the West Art of North American (Canada) and Europe Representational Art

**Introduction to Visual Arts
Quality Core Curriculum
Elementary School Art**

At the elementary level, the visual arts program is designed to build concepts, skills, knowledge, and aesthetic awareness corresponding to the development and maturation of the young child. The curriculum builds observation skills and encourages exploration of imagination. The student learns to make choices that enhance communication of his or her ideas. Students learn to coordinate their hands and minds in explorations through the manipulation of various tools, processes, and media. New techniques, approaches, and habits for applying knowledge and skills are developed. Cognitively, students develop a sense of history, including an ability to value art created by different cultures. Through critical analysis of their own work and that of other artists, students learn to interpret the meaning of artwork and to judge its purpose and value. Exposing students to technology will give them the opportunity to synthesize art skills and problem-solving skills with technological advances. At this level students begin to understand the meaning and impact of the visual world in which they live.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Fine Arts: Visual Arts: Grade 4

Artistic Skills and Knowledge: Creating, Performing, Producing

FAVA.4.1	Creates artworks using the following properties of colors (e.g., hue, intensity, and value)	Art Production	Color	
FAVA.4.2	Creates artworks using the following color theories (e.g., complementary and neutral)	Art Production	Color	
FAVA.4.3	Creates artwork portraying an object, subject, or theme from different points of view (e.g., close-up, below, and above)	Art Production	Point of View	
FAVA.4.4	Creates artworks using direct observation, lines (descriptive, directional, and expressive), shapes and space (positive and negative), spatial concepts (overlapping, placement, size, color, and detail), balance (symmetrical and asymmetrical), and contrast	Art Production	Creative Expression Through Art	
FAVA.4.5	Emphasizes specific elements of art and principles of design and selects materials and techniques appropriate to creating an artwork based on own idea and self-direction	Art Production	Creative Expression Through Art	
FAVA.4.6	Produces artworks in a variety of subject matter and in the areas of drawing, painting, sculpture, printmaking, pottery, fiber arts, and mixed media. (See Introduction Matrix.)	Art Production	Creative Expression Through Art	
FAVA.4.7	Uses available technology such as computer, camera, and video recorders, to create artwork	Art Production	Technology	
FAVA.4.8	Demonstrates proper care and safe use of materials and tools.	Art Production	Maintenance & Safety	

Connections

FAVA.4.9	Researches and applies regional history sources as ideas for original works of art.	Interdisciplinary	Other Subject Relationships	
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1173

1173

Wednesday, December 17, 1997

553

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Critical Analysis and Aesthetic Understanding				
FAVA.4.10	Identifies and discusses the properties of color (e.g., hue, intensity, and value)	Criticism	Color	
FAVA.4.11	Identifies and discusses color schemes (e.g., complementary and neutrals)	Criticism	Color	
FAVA.4.12	Explains how artists use a variety of lines and color values within an artwork to achieve three-dimensional effects (dimensional line and shading techniques)	Criticism	Three-dimensional Qualities	
FAVA.4.13	Explains how space and shapes can be positive and negative in a composition	Criticism	Space	
FAVA.4.14	Compares spatial concepts that show depth in artworks (e.g., overlapping, placement (scale), color intensity, and detail [atmospheric perspective])	Criticism	Spatial Techniques	
FAVA.4.15	Discusses an artist's purpose for using line, shape, and color to capture movement in artworks, such as gesture drawings, action painting, and mobiles	Criticism	Movement	
FAVA.4.16	Develops criteria for sorting artworks into categories of landscapes, cityscapes, still lifes, seascapes, and portraits	Criticism	Subjects/Themes	
FAVA.4.17	Recognizes how an artist creates a point of view in an artwork (e.g., close-up, below, and above)	Criticism	Point of View	
FAVA.4.18	Develops and applies criteria for judging personal decisions about artworks	Aesthetics	Aesthetic Perception	
FAVA.4.19	Examines selected artworks based on questions related to art theories: Does the intent of the artwork seem to be to imitate? (Realism) Is the artwork primarily concerned with design or composition? (Structuralism/Formalism) Is the work trying to express a feeling or emotion? (Expressionism/Emotionalism)	Aesthetics	Aesthetic Perception	

1180

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1181

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Historical and Cultural Context				
FAVA.4.20	Matches a description of a culture with an artwork representative of the same culture.	Art History	Culture	
FAVA.4.21	Generates accurate statements about the functions (purposes) of particular artworks and the culture that produced them.	Art History	Culture and the Functions of Art	
FAVA.4.22	Explains how art reflects the relationship between artists and their culture (e.g., geographic, political, religious, and economic).	Art History	Culture & Artists	

1182

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1183

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Fine Arts: Music: Band: Grade 4-8

Artistic Skills and Knowledge: Creating, Performing, Producing

FAM(B).4-8.1	Demonstrates correct playing position and posture for chosen instrument	Knowledge	Technique	
FAM(B).4-8.2	Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level	Knowledge	Technique	
FAM(B).4-8.3	Participates effectively as a member of performing ensembles	Performance	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	
FAM(B).4-8.4	Performs class repertoire at the expected competency level	Performance	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	
FAM(B).4-8.5	Performs music reading skills, including sight-reading, at the expected competency level	Performance	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	
FAM(B).4-8.6	Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble	Performance	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	
FAM(B).4-8.7	Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation	Knowledge	Technique	
FAM(B).4-8.8	Demonstrates understanding of phrase and melody through performance	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	

1184

1185

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(B).4-8.9	Recognizes harmonic structure and demonstrates an awareness of its role in performance	Knowledge	Harmony	
FAM(B).4-8.10	Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios	Knowledge	Melody, Harmony, Notation, and Technique	
FAM(B).4-8.11	Identifies the timbre of band instruments	Knowledge	Timbre	
FAM(B).4-8.12	Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(B).4-8.13	Uses print and nonprint media to access music information	Knowledge	Musical Heritage	Skills Study skills and technology
FAM(B).4-8.14	Performs interpretations and/or improvisations of music repertoire	Creative Skills	Rhythm, Melody, Harmony, Expressive Qualities, and Technique	
FAM(B).4-8.15	Creates, notates and performs a simple melody for his or her instrument	Creative Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	
FAM(B).4-8.16	Demonstrates knowledge of vibrato on chosen instrument	Knowledge	Expressive Qualities and Technique	
FAM(B).4-8.17	Responds appropriately to conducting techniques used by the director	Performance Skills	Expressive Qualities	
FAM(B).4-8.18	Performs with characteristic tone quality at the expected competency level	Performance	Timbre	

Critical Analysis and Aesthetic Understanding

FAM(B).4-8.19 Demonstrates knowledge of form in music repertoire

Knowledge

Form

1187

1186

Wednesday, December 17, 1997

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557

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(B).4-8.20	Critiques music performed by the ensemble and suggests ways to improve	Knowledge	Expressive Qualities, Melody, Rhythm, Harmony, and Timbre	
Historical and Cultural Context				
FAM(B).4-8.21	Identifies and compares performance styles from various historical eras of music	Knowledge	Musical Heritage	
FAM(B).4-8.22	Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed	Knowledge	Musical Heritage	
FAM(B).4-8.23	Describes the evolution and history of band instruments	Knowledge	Timbre and Musical Heritage	

1183

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1183

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Music: Choral Music: Grade 4-8				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAM(CM).4.8.1	Demonstrates correct posture for singing	Performance Skills	Technique	
FAM(CM).4.8.2	Demonstrates correct breathing techniques for vocal production	Performance Skills	Technique	
FAM(CM).4.8.3	Sings accurate pitches and rhythms	Performance Skills	Rhythm, Melody, and Technique	
FAM(CM).4.8.4	Sings scales, arpeggios and vocalizes from memory	Performance Skills	Melody and Technique	
FAM(CM).4.8.5	Sings with clear vowel sounds, proper diction and appropriate tone quality	Performance Skills	Technique	
FAM(CM).4.8.6	Sings the assigned part in an ensemble, with and without accompaniment	Performance Skills	Melody, Harmony, and Technique	
FAM(CM).4.8.7	Demonstrates proficiency in sight-reading at the expected competency level	Performance Skills	Notation and Expressive Qualities	
FAM(CM).4.8.8	Performs selected music repertoire at the expected competency level	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique	
FAM(CM).4.8.9	Demonstrates ability to perform individually, in small groups and as a member of the total ensemble	Performance Skills	Rhythm, Melody, Harmony, Notation, and Expressive Qualities	
FAM(CM).4.8.10	Participates effectively as a member of performing ensembles	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	Skills Team building, unification and interdependence of the group
FAM(CM).4.8.11	Recognizes key signatures of music performed	Knowledge	Melody, Harmony, and Notation	

119

119

Wednesday, December 17, 1997

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559

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(CM).4-8.12	Identifies differences in scales and harmonies from aural and visual examples	Knowledge	Melody, Harmony, and Notation	
FAM(CM).4-8.13	Identifies various types of voices heard in choral performances	Listening Skills	Timbre	
FAM(CM).4-8.14	Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(CM).4-8.15	Uses print and nonprint media to locate definitions of musical terms and to translate foreign language texts	Knowledge	Expressive Qualities and Musical Heritage	Skills Study skills and technology
FAM(CM).4-8.16	Sings from memory selected music for public performance	Performance Skills	Technique	
FAM(CM).4-8.17	Responds appropriately to conducting techniques used by the director	Performance Skills	Expressive Qualities	
FAM(CM).4-8.18	Describes how technology is used to transcribe, edit, compose and perform music on a computer station	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage	

Critical Analysis and Aesthetic Understanding

FAM(CM).4-8.19	Interprets meaning of texts in repertoire	Knowledge	Expressive Qualities and Musical Heritage	
FAM(CM).4-8.20	Recognizes relationship of text to music elements in repertoire (e.g., rhythm, melody, harmony, form, tempo, dynamics, phrase, and tonality)	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities	
FAM(CM).4-8.21	Demonstrates appropriate understanding of form in literature performed	Knowledge	Form	
FAM(CM).4-8.22	Identifies the characteristics of performance styles of music being rehearsed and performed	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities	

1192

1193

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Historical and Cultural Context

FAM(CM).4.8.23	Demonstrates knowledge of composers of selected repertoire and the historical/cultural context of works being performed.	Knowledge	Musical Heritage	
FAM(CM).4.8.24	Explains the importance of contributions of various ethnic cultures to selected repertoire.	Knowledge	Musical Heritage	

1194

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1195

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Music: String Orchestra: Grade 4-8				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAM(SO).4-8.1	Demonstrates correct playing position and posture for chosen instrument	Performance Skills	Technique	
FAM(SO).4-8.2	Demonstrates correct pizzicato, bowing, and left hand techniques appropriate to chosen instrument and developmental level	Performance Skills	Technique	
FAM(SO).4-8.3	Participates effectively as a member of performing ensembles	Performance Skills	Technique	
FAM(SO).4-8.4	Performs selected music repertoire at the expected competency level	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique	
FAM(SO).4-8.5	Reads music to the expected competency level of the class	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique	
FAM(SO).4-8.6	Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique	
FAM(SO).4-8.7	Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation	Knowledge	Technique	
FAM(SO).4-8.8	Performs with characteristic tone quality at the expected competency level	Performance	Technique	
FAM(SO).4-8.9	Demonstrates knowledge of vibrato	Knowledge	Expressive Qualities and Technique	
FAM(SO).4-8.10	Demonstrates knowledge of phrase and melody through performance	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique	

1196

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1197

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(SO).4-8.11	Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios	Performance	Rhythm, Melody, Harmony, and Notation	
FAM(SO).4-8.12	Recognizes harmonic structure and demonstrates an awareness of its role in performance	Knowledge	Harmony	
FAM(SO).4-8.13	Identifies the timbre of orchestral stringed instruments	Knowledge	Timbre	
FAM(SO).4-8.14	Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music.	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(SO).4-8.15	Uses print and nonprint media to access music information	Knowledge	Musical Heritage	Skills Study skills and technology
FAM(SO).4-8.16	Performs interpretations and/or improvisations of music repertoire.	Creative Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(SO).4-8.17	Creates, notates, and performs a simple melody for his or her instrument	Creative Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
Critical Analysis and Aesthetic Understanding				
FAM(SO).4-8.18	Demonstrates appropriate understanding of form in selected music repertoire.	Knowledge	Form	
FAM(SO).4-8.19	Critiques music performed by the ensemble and suggests ways to improve.	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
Historical and Cultural Context				
FAM(SO).4-8.20	Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed.	Knowledge	Musical Heritage	

1193

1193

Wednesday, December 17, 1997

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563

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(SO).4-8.21	Describes the evolution and history of orchestral string instruments	Knowledge	Timbre and Musical Heritage	
FAM(SO).4-8.22	Recognizes contributions by composers and/or performers of various cultural and ethnic backgrounds	Knowledge	Musical Heritage	
FAM(SO).4-8.23	Performs music from various historical periods with correct style	Performance Skills	Musical Heritage	

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1200

1201



Georgia's Quality Core Curriculum

Grade 5

1202

1203



Georgia's Quality Core Curriculum

Language Arts Grade 5

1204

1205

**Introduction to Language Arts
Quality Core Curriculum
K-12**

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

This revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

Introduction to Language Arts Quality Core Curriculum K-5

The major goal of the K-5 Language Arts QCC revision team was to promote higher academic achievement of Georgia students by improving their literacy and communication skills. The K-5 Language Arts team consisted of a cross-section of educators throughout Georgia including classroom teachers, curriculum specialists and a parent representative. State Department of Education personnel facilitated the process.

The focus of the revision was to make the QCC more readable and understandable; to make the standards clear, concise and sequential; and to assure that the standards are measurable. To revise the original QCC document, team members researched proven practices in language arts, standards and benchmarks from other states, objectives for nationally normed language arts tests and criteria for the Georgia writing assessment. Representing a wide array of philosophies, the team reached consensus, and a stronger, more balanced curriculum resulted.

The QCC revision process established more rigorous academic standards and identified content knowledge and skills that Georgia students must possess to be productive citizens.

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and speaks in informal conversations with peers and adults.	*									
Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.		*	*	*	*	*	*	*	*	*
Listens to a variety of literary forms, including stories and poems.	*	*	*							
Listens and responds to a variety of literary forms.				*	*					
Listens and responds to a variety of literary forms including prose, poetry, and drama.						*	*	*	*	*
Follows one- and two-part oral directions.	*									
Follows two- and three-part oral directions.		*								
Follows three-part oral directions.			*							
Follows multiple oral directions.				*	*	*				
Follows oral directions and asks questions for clarification.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Repeats auditory sequences: letters, words, numbers, and rhythmic patterns.	*			*						
Recognizes rhyming words.	*									
Recites short poems, rhymes, songs, and stories with repeated patterns.	*									
Participates in choral speaking and creative drama.	*									
Recalls information presented orally.		*								
Recalls and interprets information presented orally.			*							
Uses oral language for different purposes: to inform, to persuade, and to entertain.			*	*	*	*	*	*	*	
Recalls, interprets, and summarizes information presented orally.				*	*	*	*	*	*	*
Delivers a planned oral presentation.						*	*	*	*	
Adjusts manner and style of speaking to suit an audience and situation.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

1213

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Speaks so others can hear and understand.										*
Defends conclusions rationally.										*
Paraphrases and discusses information.						*	*	*	*	*
Summarizes and/or records orally presented information.						*	*	*	*	*
Interprets the meaning of questions in order to give an appropriate response.		*								
Responds to questions on orally presented materials.			*							
Responds appropriately to various types of questions on orally presented material.				*						
Responds to literal, inferential, and evaluative questions on orally presented material.					*	*	*	*	*	*
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Communicates effectively when using descriptive language, relating experiences, and retelling stories.	*									
Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.		*	*	*	*	*	*	*	*	*
Uses a variety of language patterns and sentence structures.		*	*							
Uses increasingly complex sentence structures in oral communication.			*	*	*	*				
Determines the literal and figurative meaning of words.					*	*				
Demonstrates an understanding of words and ideas when heard in context.		*								
Determines the meaning of a word based on how it is used in an orally presented sentence.			*	*	*					
Adjust manner and style of speaking to suit an audience and situation.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses grade/age appropriate standard American English when communicating orally.			*	*	*	*				
Paraphrases and discusses information.						*	*	*	*	
Begins to discriminate between spoken words and sentences.	*									
Summarizes and/or records orally presented information.							*	*	*	
Blends sounds orally to make words.	*	*	*	*						
Divides words into syllables.		*	*	*						
Participates in oral presentations.							*	*	*	*
Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions.							*	*	*	
Develops awareness of nonverbal communication such as gestures, body language, and facial expressions.							*	*	*	*
Uses standard conventions of American English in appropriate settings.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

1213

1213

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and responds to various language patterns and literary forms including regional examples (dialect).							*	*	*	
Responds to literal, inferential, and critical questions.							*	*	*	*
Determines the denotative and connotative meanings of words in oral context.							*	*	*	*
Records orally presented information (note-taking).							*	*	*	*
Critically responds to various media. Evaluates messages and effect of mass media.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes own name in print.	*									
Recognizes words in familiar contexts.	*									
Recognizes common signs and logos.	*									
Holds print materials in correct position.	*									
Demonstrates left-to-right and top-to-bottom progression.	*									
Discriminates visual similarities and differences in words.	*									
Distinguishes between written letters, words, and sentences.	*									
Identifies upper- and lower-case letters of the alphabet out of sequence.	*									
Associates sounds with letters.	*									
Verbalizes consonant sound when shown the consonant letter.	*									
Recognizes rhyming words (e.g., CVC words, word families, etc.).	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads selected sight words.	*									
Recalls orally a series of three visually presented items.	*									
Uses words that signal sequence relationships such as first, next, and last.	*									
Classifies by characteristics such as color, size, shape, structure, and function.	*									
Sequences pictures to tell a story.	*									
Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes.	*									
Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings.	*									
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.		*								
Classifies and categorizes words into sets and groups with common characteristics.		*	*	*	*	*	*	*	*	
Follows written directions.			*	*	*	*	*	*	*	*
Reads a variety of materials for information and pleasure.			*	*	*	*	*	*	*	*
Reads for a variety of purposes in different kinds of texts.				*	*	*	*	*	*	*
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.		*								
Using beginning, medial, and ending consonants to orally decode one and two syllable words.		*								
Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words.		*								
Using consonant blends and diagraphs to orally decode one- and two-syllable words.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.			*	*	*	*				
Using beginning, medial, and ending consonants to orally decode words.			*	*	*	*				
Using short, long, and "r" controlled vowel sounds to orally decode words.			*	*	*	*				
Using consonant blends, digraphs, and diphthongs to orally decode words.			*	*	*	*				
Uses word order and sentence structure to read. (Syntax-"Does it sound right?")		*	*	*	*	*	*	*	*	
Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")		*								
Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")			*	*	*	*	*	*	*	*
Increases existing sight vocabulary (instant recognition).		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

1229

1226

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.		*	*	*	*	*	*	*	*	
Reads with fluency and expression.		*	*	*	*	*	*	*	*	*
Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Identifies the main characters.		*	*	*	*					
Identifies the characters' actions, motives, emotions, traits, and feelings.		*	*	*	*	*				
Draws conclusions and makes predictions and comparisons.		*	*							
Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.				*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.		*	*	*	*	*	*	*	*	*
Distinguishes between fact and opinion.					*	*	*	*	*	*
Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*	*	*	*	*
Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."		*	*	*	*	*				
Uses knowledge of root words, prefixes, and suffixes in word recognition.		*	*	*	*	*	*	*	*	*
Recognizes simple word opposites.	*	*	*							
Uses knowledge of synonyms, antonyms, and homophones when reading.				*	*	*	*	*	*	
Identifies story development, author's purpose, and point of view.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses context clues to determine meaning of unknown words.							*	*	*	*
Adjusts reading speed according to purpose and rereads for comprehension.							*	*	*	*
Recognizes persuasion techniques in propaganda and advertising.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Experiences traditional and contemporary literature through a variety of media.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and evaluative questions about literature.	*	*	*	*	*	*	*	*	*	*
Responds appropriately to questions about author's purpose, techniques, character development, and plot structure.					*	*	*	*	*	*
Demonstrates an interest in various types of self-selected literature through daily reading.		*	*	*	*	*	*	*	*	*
Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*				
Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths).							*	*	*	*
Discriminates between realism and fantasy.		*	*	*						
Distinguishes between fact and opinion.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes cultural diversity represented in literature.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and critical questions about literature.							*	*	*	*
Recognizes bias and stereotypes.							*	*	*	*
Recognizes relevance of data.							*	*	*	*
Interprets written instructions and other directive information.							*	*	*	*
Applies reading strategies to specific content and subject matter.							*	*	*	*
Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.							*	*	*	*
Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.).							*	*	*	*
Experiences traditional and contemporary literature through a variety of media.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes writer's purpose in fiction and nonfiction.							*	*	*	*
Recognizes cultures and values represented in literature.							*	*	*	*
Recognizes that literature reflects human experience.							*	*	*	*
Responds creatively to literature, drama, art, and multimedia projects.							*	*	*	*
Identifies and chooses literature according to personal interests.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year.

1210

1211

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Dictates information for experience stories.	*									
Uses examples from literature to create individual and group stories.	*	*	*	*	*	*	*	*	*	
Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	*									
Uses correct spelling for frequently used sight vocabulary.		*	*	*	*	*	*	*	*	*
Uses learned phonetic strategies to spell correctly.		*	*	*	*	*				
Writes a minimum of three sentences about a topic.		*	*							
Writes a short paragraph about a topic.				*						
Writes selections (compositions) of three or more paragraphs about a topic.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words.		*	*							
Writes about self-selected topics.				*	*	*	*	*	*	*
Writes in a variety of genres to produce paragraphs and compositions:										
Personal narratives				*	*	*	*	*	*	*
Imaginative stories				*	*	*	*	*	*	*
Responses to literature				*	*	*	*	*	*	*
Content area pieces				*	*	*	*	*	*	*
Correspondence (including writing letters and addressing envelopes).			*	*	*	*	*	*	*	*
Expository Pieces						*	*	*	*	*
Persuasive Pieces							*	*	*	*
Applies correct principles of grammar:										
Writes complete sentences			*							*
Uses correct capital letters			*							*
Uses correct punctuation			*							*
Applies correct rules of usage and expression.			*							*
Applies correct principles of grammar, parts of speech, usage, and mechanics:										
Writes complete sentences				*						*
Uses correct capitalization and punctuation				*						*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses correct word structure				*						*
Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory				*						
Identifies the parts of a sentence in various sentence patterns (simple subject and predicate).				*						
Forms singular, plural, and possessive nouns.				*						
Applies standard conventions of American English in subject-verb agreement				*						*
Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences				*						
Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.)					*	*	*	*	*	*
Communicates ideas by using the writing process:										
PREWRITING										
Generates ideas		*	*	*	*	*	*	*	*	*
DRAFTING										
Focuses on topic		*	*	*	*	*	*	*	*	*
Uses prewriting ideas to complete first draft		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
REVISING										
Expands use of descriptive words		*	*	*	*	*	*	*	*	*
Improves sequence			*	*	*	*	*	*	*	*
Adds variety of sentence types			*	*	*	*	*	*	*	*
Organizes writing to include a clear beginning, middle, and ending.			*	*	*	*	*	*	*	*
EDITING										
Begins each sentence and proper noun with a capital letter		*	*	*	*	*	*	*	*	*
Uses correct spelling		*	*	*	*	*	*	*	*	*
Uses appropriate punctuation		*	*	*	*	*	*	*	*	*
Uses complete sentences		*	*	*	*	*	*	*	*	*
PUBLISHING										
Shares writing with others.		*	*	*	*	*	*	*	*	*
Increases writing vocabulary.						*	*	*	*	*
Uses descriptive words and phrases.						*	*	*	*	*
Uses various organizational strategies, styles, and purposes.						*				
Experiments with organization, style, purpose, and audience.						*	*	*	*	*
Uses available technology to assist in writing.		*	*	*	*	*	*	*	*	*
Uses left to right pattern of writing.	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Prints name, self-selected words, and letters of the alphabet.	*									
Copies simple shapes, designs, numerals, and letters.	*									
Prints legibly:										
Correctly forms letters and numbers;		*	*							
Correctly spaces words and sentences.		*	*							
Begins to recognize cursive letters.			*							
Writes legibly:										
Correctly forms letters and numbers				*	*	*	*	*	*	
Correctly spaces words and sentences				*	*	*	*	*	*	
Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

1251

1250

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses various types of writing (personal, academic, business, and vocational).							*	*	*	*
Uses dialogue in writing.							*	*	*	*
Composes and revises using a computer.										*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory.					*	*	*	*	*	
Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs.					*	*				
Identifies the eight parts of speech and their uses in a sentence.							*	*	*	
Identifies the parts of a sentence in various sentence patterns:										
subjects (simple and compound)					*					
predicates (simple and compound)					*					
modifiers					*					
Identifies the parts of a sentence in various sentence patterns:										
subject (simple and compound)						*	*	*	*	
predicates (simple and compound)						*	*	*	*	
modifiers (words and prepositional phrases)						*	*	*	*	
complements (predicate adjectives, predicate nominative, direct objects)							*	*	*	
Forms singular, plural, and possessive nouns.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies principal parts and tenses of regular and irregular verbs.					*	*	*	*	*	
Identifies types of pronouns: subject, object, possessive.					*	*	*	*	*	
Writes simple and compound sentences and avoids fragments and run-on sentences.					*	*	*	*	*	*
Applies standard conventions of American English in:										
Subject-verb agreement					*	*	*	*	*	*
Cases of personal pronouns					*	*	*	*	*	*
Principal parts of verbs					*	*	*	*	*	*
Comparisons of adjectives and adverbs					*	*	*	*	*	*
Pronoun/Antecedent							*	*	*	*
Applies standard rules of capitalization.					*	*	*	*	*	*
Applies standard rules of punctuation.					*	*	*	*	*	*
Spells frequently used words correctly and applies common spelling rules.					*	*	*	*	*	*
Identifies types of pronouns such as personal, interrogative, demonstrative.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes simple and compound sentences and avoids run-ons and nonfunctional fragments.							*	*	*	*
Combines sentences using coordination (i.e., compound sentences).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing.	*									
Alphabetizes words to the first letter.		*								
Alphabetizes words to the second letter.			*							
Alphabetizes words to the third letter.				*						
Uses alphabetical order to locate information.					*	*	*	*	*	
Uses picture dictionaries as information sources.		*								
Uses beginning dictionaries as information sources.			*							
Uses abridged dictionaries to identify appropriate word meanings or correct spellings.				*	*					
Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

1260

1261

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses guide words to locate words in dictionaries and topics in encyclopedias.			*							
Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information.				*						
Uses guide words to locate information.					*	*	*	*	*	
Determines appropriate resource to answer specific questions.					*					
Locates information using the appropriate reference resources.						*	*	*	*	*
Recognizes the organization of fiction and nonfiction books in the media center.		*	*	*						
Uses call numbers to locate information in the media center.					*					
Recognizes the author, illustrator, and title as identifying items of information about a book.		*								
Recognizes the purpose of the title page and the table of contents.		*								

* Standards will be reinforced as necessary each subsequent year

1263

1262

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses book parts including the title page, table of contents, and glossary as information sources.			*							
Uses book parts including title page, table of contents, index and glossary as information sources.				*	*					
List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date.						*	*	*	*	*
Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.		*								
Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources.			*							
Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information.				*	*					

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic.				*						
Skims material to locate specific information.				*						
Develops a simple outline from a short selection.					*	*	*	*	*	
Uses cross reference in multiple types of sources.						*	*	*	*	
Uses the media center and available technology as sources of information and pleasure.		*	*	*	*	*	*	*	*	*
Recognizes differences in paraphrasing, summarizing, and plagiarizing.							*	*	*	
Recognizes organizational systems used for collections or reference sources.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses research process by:										
-Choosing topic					*	*	*	*	*	*
-Formulating questions					*	*	*	*	*	*
-Identifying key words					*	*	*	*	*	*
-Selecting sources					*	*	*	*	*	*
-Skimming					*	*	*	*	*	*
-Paraphrasing					*	*	*	*	*	*
-Taking notes					*	*	*	*	*	*
-Organizing					*	*	*	*	*	*
-Presenting					*	*	*	*	*	*
Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic.							*	*	*	*
Analyzes information to determine relevance to topic.							*	*	*	*
Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Selects main ideas and supporting details from two or more sources and creates an outline.							*	*	*	
Documents sources with reference citations (bibliography or footnotes).							*	*	*	*
Uses a study technique:										
PQRST (preview, question, read, study, test)					*	*	*	*	*	
SQ3R (survey, question, read, review, report)					*	*	*	*	*	
PQ4R (preview, question, research, read, review, report)					*	*	*	*	*	
4R (research, read, review, report)					*	*	*	*	*	
Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.).							*	*	*	
Works as a team to solve problems.										*

* Standards will be reinforced as necessary each subsequent year

1271

1270

**Introduction to Language Arts
Quality Core Curriculum
Fifth Grade**

Fifth grade students in Georgia will be immersed in a literature-rich environment that includes classic and contemporary fiction and nonfiction selections. When reading orally and silently, they will integrate phonetic strategies, a knowledge of syntactic and semantic relationships and sight vocabulary to refine their comprehension skills. These students will continue to improve their oral communication skills by participating in conversations and discussions, by responding to literal, inferential and evaluative questions; and by using oral language to inform, to persuade and to entertain. Through the writing process and personal writing, fifth grade students will write in a variety of genres such as personal narratives, imaginative stories, responses to literature, and content area pieces. Students will receive direct instruction in grammar and usage skills and will begin to use a systematic research process. Handwriting, both manuscript and cursive, will continue to be refined. The media center and available technology will be used as sources of information and pleasure.

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
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Language Arts: Grade 5

Oral Communication

LA.5.1	Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults	Listening/Speaking
LA.5.2	Listens and responds to a variety of literary forms including prose, poetry, and drama	Listening/Speaking
LA.5.3	Follows multiple oral directions	Listening/Speaking
LA.5.4	Recalls, interprets, and summarizes information presented orally	Listening/Speaking
LA.5.5	Delivers a planned oral presentation	Listening/Speaking
LA.5.6	Adjusts manner and style of speaking to suit audience and situation	Listening/Speaking
LA.5.7	Paraphrases and discusses information	Listening/Speaking
LA.5.8	Summarizes and/or records orally presented information	Listening/Speaking
LA.5.9	Uses oral language for different purposes: to inform, to persuade, and to entertain	Listening/Speaking
LA.5.10	Responds to literal, inferential, and evaluative questions on orally presented material	Listening/Speaking
LA.5.11	Increases vocabulary to reflect a growing range of interests and knowledge	Listening/Speaking
LA.5.12	Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed	Listening/Speaking

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.5.13	Uses increasingly complex sentence structures in oral communication	Listening/Speaking		
LA.5.14	Determines the literal and figurative meanings of words	Listening/Speaking		
LA.5.15	Uses grade/age appropriate standard American English when communicating orally	Listening/Speaking		
Written Communication				
LA.5.16	Increases vocabulary to reflect a growing range of interests and knowledge	Reading		
LA.5.17	Classifies and categorizes words into sets and groups with common characteristics	Reading		
LA.5.18	Follows written directions	Reading		
LA.5.19	Reads a variety of materials for information and pleasure	Reading		
LA.5.20	Reads for a variety of purposes in different kinds of texts	Reading		
LA.5.21	*Applies phonetic strategies to read by: -Using initial consonant substitution in rhyming words and word families; -Using beginning, medial, and ending consonants to orally decode words; -Using short, long, and "r" controlled vowel sounds to orally decode words; -Using consonant blends, digraphs, and diphthongs to orally decode words	Reading		Skills: *These skills were taught in kindergarten through second grade. If students are not applying these phonetic strategies, reteach.
LA.5.22	Uses word order and sentence structure to read (Syntax: "Does it sound right?")	Reading		
LA.5.23	Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading (Semantics: "Does it make sense?")	Reading		
LA.5.24	Increases existing sight vocabulary (instant recognition)	Reading		

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12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.5.25	Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.	Reading		
LA.5.26	Reads with fluency and expression	Reading		
LA.5.27	Recognizes EXPLICIT main ideas, details, sequence of events and cause-effect relationships in fiction and nonfiction	Reading		
LA.5.28	Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction	Reading		
LA.5.29	Identifies story development, author's purpose, and point of view	Reading		
LA.5.30	Identifies characters' actions, motives, emotions, traits, and feelings	Reading		
LA.5.31	Draws conclusions, makes predictions, compares/contrasts, and makes generalizations	Reading		
LA.5.32	Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension	Reading		
LA.5.33	Distinguishes between fact and opinion	Reading		
LA.5.34	Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama)	Reading		
LA.5.35	Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."	Reading		
LA.5.36	Uses knowledge of root words, prefixes, and suffixes in word recognition	Reading		
LA.5.37	Uses knowledge of synonyms, antonyms, and homophones when reading	Reading		

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.5.38	Uses examples from literature to create individual and group stories	Writing		
LA.5.39	Uses correct spelling for frequently used sight vocabulary	Writing	Spelling	
LA.5.40	Uses learned phonetic strategies to spell correctly	Writing	Spelling	
LA.5.41	Writes legibly -Correctly forms letters and numbers; -Correctly spaces words and sentences	Writing	Penmanship	
LA.5.42	Writes selections of three or more paragraphs about a topic	Writing		
LA.5.43	Writes about self-selected topics	Writing		
LA.5.44	Writes in a variety of genres to produce paragraphs and compositions: -personal narratives -imaginative stories -responses to literature -content area pieces -correspondence (including writing letters and addressing envelopes) -expository pieces	Writing		
LA.5.45	Applies correct principles of grammar, parts of speech, and usage and mechanics	Writing		

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.5.46	Communicates ideas by using the writing process PREWRITING -Generates ideas DRAFTING -Focuses on topic -Uses prewriting ideas to complete first draft REVISING -Expands use of descriptive words -Improves sequence -Adds variety of sentence types -Organizes writing to include a clear beginning, middle, and ending EDITING -Begins each sentence and proper noun with a capital letter -Uses correct spelling -Uses appropriate punctuation -Uses complete sentences PUBLISHING -Shares writing with others	Writing		
LA.5.47	Increases writing vocabulary	Writing		
LA.5.48	Uses descriptive words and phrases	Writing		
LA.5.49	Uses various organizational strategies, styles, and purposes	Writing		
LA.5.50	Uses available technology to assist in writing	Writing		
LA.5.51	Experiences traditional and contemporary literature through a variety of media	Literature		
LA.5.52	Responds to literal, inferential, and evaluative questions about literature	Literature		
LA.5.53	Responds appropriately to questions about author's purpose, techniques, character development and plot structure	Literature		
LA.5.54	Demonstrates an interest in various types of self-selected literature through daily reading	Literature		

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.5.55	Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama)	Literature		
LA.5.56	Distinguishes between fact and opinion	Literature		
LA.5.57	Recognizes cultural diversity represented in literature	Literature		
LA.5.58	Uses alphabetical order to locate information	Reference/Study		
LA.5.59	Uses the media center and available technology as sources of information and pleasure	Reference/Study		
LA.5.60	Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias to locate information	Reference/Study		
LA.5.61	Uses guide words to locate information	Reference/Study		
LA.5.62	Locates information using the appropriate reference resources	Reference/Study		
LA.5.63	Lists sources from which information is gathered, including author, title, publisher/producer, place of publication, and copyright date	Reference/Study		
LA.5.64	Uses research process by -choosing topic -formulating questions -identifying key words -selecting sources -skimming -paraphrasing -note taking -organizing -presenting	Reference/Study		

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.5.65	Uses a study technique: -PQRST- (preview, question, read, study, test) -SQ3R- (survey, question, read, review, report) -PQ4R- (preview, question, research, read, review, report) -4R- (research, read, review, report)	Reference/Study		
LA.5.66	Develops a simple outline from a short selection	Reference/Study		
LA.5.67	Uses cross references in multiple types of sources	Reference/Study		
LA.5.68	Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory	Grammar and Usage		
LA.5.69	Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs	Grammar and Usage		
LA.5.70	Identifies the parts of a sentence in various sentence patterns -subjects (simple and compound) -predicates (simple and compound) -modifiers (words and prepositional phrases)	Grammar and Usage		
LA.5.71	Forms singular, plural, and possessive nouns	Grammar and Usage		
LA.5.72	Identifies principal parts and tenses of regular and irregular verbs	Grammar and Usage		
LA.5.73	Identifies types of pronouns: subject, object, and possessive	Grammar and Usage		
LA.5.74	Writes simple and compound sentences and avoids fragments and run-on sentences	Grammar and Usage		
LA.5.75	Applies standard conventions of American English in -subject-verb agreement -cases of personal pronouns -principal parts of verbs -comparisons of adjectives and adverbs	Grammar and Usage		

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
LA.5.76	Applies standard rules of capitalization	Grammar and Usage		
LA.5.77	Applies standard rules of punctuation	Grammar and Usage		
LA.5.78	Spells frequently used words correctly and applies common spelling rules	Grammar and Usage		

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1283

1283



Georgia's Quality Core Curriculum

Mathematics Grade 5

Introduction to Mathematics Quality Core Curriculum K-5

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers*, will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics as well as between mathematics and other disciplines.

The mathematical topics are organized by strands: Estimation, Fractions & Decimals, Geometry & Spatial Sense, Measurement, Number Sense & Numeration, Patterns & Relationships, Problem Solving, Statistics & Probability, Whole Number Computation, and Whole Number Operation. These strands extend throughout the K-12 Mathematics QCC, providing continuity and ensuring a smooth transition across elementary, middle, and high school programs. Algebra has been listed as a topic in the K-5 curriculum to alert K-5 teachers that the foundation of algebraic skills is being formed at the elementary level.

The Mathematics QCC is designed to support teachers as they instructionally maximize each child's mathematical experiences. Teachers are urged to provide for movement through the curriculum regardless of a student's current grade level. The use of concrete objects (manipulatives) and visual models is vital for students to understand concepts and explore processes. Knowledge acquisition requires a transition from concrete, through pictorial, to the more abstract for all students at all levels and ages.

This revision of the Mathematics K-5 QCC has incorporated national standards, state competencies, and standardized test objectives for each grade level. Concepts, skills, and content standards have been matched across grade levels to ensure continuity for the learning of mathematics. The revision team members hope that teachers will find this a useful tool when developing lesson plans and that it reduces the need to cross-reference other documents.

Incorporating technology in instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning environment. Calculators and computers are essential tools for learning and doing mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

The Mathematics QCC Revision Team has carefully considered and incorporated curriculum standards proposed by national and state initiatives as well as the revision evaluation suggestions provided by thousands of Georgians. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Mathematics: Grade 5				
Estimation; Number Sense & Numeration				
M.5.1	Rounds whole numbers to nearest ten, hundred, or thousand; decimals to the nearest tenth or whole number; and fractions to the nearest whole number.		Rounding	Skills: Rounds numbers.
Estimation; Whole Number Computations; and Fractions & Decimals				
M.5.2	Uses mental computation strategies such as counting up, counting back, compensation, compatible numbers and multiples of ten, hundred, or thousand, with whole numbers, fractions, and decimals, including money.		Mental Computation	Skills: Computes mentally.
Estimation; Whole Number Operations				
M.5.3	Uses estimation strategies (such as front-end, clustering, rounding, or reference point) to predict computational results of whole numbers, fractions, mixed numbers, and decimals.		Estimation	Skills: Estimates approximate answer.
Fractions & Decimals				
M.5.4	Adds, subtracts, and multiplies fractions and mixed numbers with like and unlike denominators, using vertical and horizontal presentation.		Computation	Skills: Computes with fractions.
M.5.5	Relates decimals (through hundredths) to models using base ten blocks and grid paper.		Decimals	Skills: Demonstrates knowledge of decimal fractions.
M.5.6	Using models and vertical and horizontal presentations with the horizontal rewritten vertically, adds and subtracts decimals through hundredths, without and with regrouping.		Decimals	Skills: Computes with decimals.
M.5.7	Relates a fraction to a part of a whole, a part of a set, and a point on a number line; uses models to determine equivalent fractions. Uses fractions with denominators of 2, 3, 4, 5, 6, 10, 16, or 100.		Fractions	Skills: Demonstrates knowledge of fractions.
M.5.8	Expresses an ordered pair of numbers as a ratio.		Rational Numbers	Skills: Demonstrates an understanding of ratios.

1296

1297

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Geometry & Spatial Sense				
M.5.9	Identifies and distinguishes among point, ray, line, line segment, and angle.		Geometry	Skills: Differentiates between point, ray, line, line segment, and angle.
Geometry & Spatial Sense; Patterns & Relationships				
M.5.10	Determines line of symmetry and identifies geometric relations (e.g., parallel to, perpendicular to, intersect, horizontal, vertical, similar, congruent, flips, slides, and turns).		Geometric Relationships	Skills: Describes geometric relationships.
M.5.11	Makes models of plane and solid figures and sorts and classifies these models according to characteristics such as number of sides, angles, vertices, faces, edges, tessellations, and lines of symmetry, (include triangles, quadrilaterals, polygons, circles, cones, cylinders, rectangular prisms, and pyramids).		Geometric Shapes	Skills: Models and classifies geometric figures.
Geometry & Spatial Sense; Patterns & Relationships; and Problem Solving				
M.5.12	Uses ordered pairs of numbers to locate points on a grid or map and determine the ordered pair for a given point.		Coordinate Geometry	Skills: Graphs on a coordinate plane.

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1293

1293

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Measurement				
M.5.13	Selects appropriate customary and metric units of measure for length (including perimeter and circumference), area, capacity/volume, weight/mass, time, and temperature. Length Millimeter Inch Centimeter Foot Meter Yard Kilometer Mile Capacity Milliliter Ounce Centiliter Cup Liter Pint (Liquid & Dry) Quart (Liquid & Dry) Gallon Weight/Mass Milligram Ounce Gram Pound Kilogram Time Second Week Minute Month Hour Year Day Decade Century Temperature Degree Fahrenheit Degree Celsius		Measurement	Skills: Measures accurately

1300

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1301

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.5.14	Uses customary and metric units to measure length, capacity/volume (use liquid and dry units), weight/mass, elapsed time and temperature (include measuring length to nearest quarter inch, nearest millimeter and temperature below freezing) Length Millimeter Inch Centimeter Foot Meter Yard Kilometer Mile Capacity Milliliter Ounce Centiliter Cup Liter Pint (Liquid & Dry) Quart (Liquid & Dry) Gallon Weight/Mass Milligram Ounce Gram Pound Kilogram Time Second Week Minute Month Hour Year Day Decade Century Temperature Degree Fahrenheit Degree Celsius		Measurement	Skills: Compares and contrasts customary and metric measurements.
M.5.15	Develops procedures to determine and compute perimeter, area, and volume of various geometric figures through concrete experiences with covering, filling, and counting.	Algebra	Measurement	Skills: Develops computational strategies.
M.5.16	Determines and estimates amounts of money.		Money	Skills: Uses monetary values.

Number Sense & Numeration

M.5.17	Identifies different names for numbers (whole numbers, fractions, and decimals) including number words and expanded notation and relates models to such numbers.	Algebra	Number Names	Skills: Expresses numbers in different ways.
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1302

1303

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
M.5.18	Identifies place value for whole numbers through millions, and decimals through hundredths. Determines the effect that changing a digit will have on the value of the number.	Algebra	Place Value	Skills: Demonstrates knowledge of place value. Assessment Recommendations: Given the digits 1998, between which two digits should you place a "0" to get a number less than fifteen thousand?

Number Sense & Numeration; Whole Number Operations

M.5.19	Identifies factors and multiples of a given number, including prime factorization.	Algebra	Number Theory	Skills: Factors and generates multiples.
M.5.20	Explores the concept of divisibility and develops rules for divisibility by 2, 3, 5, and 10.	Algebra	Number Theory	Skills: Explores divisibility. Assessment Recommendations: Teacher documents explorations of students.

Patterns & Relationships

M.5.21	Determines a pair of numbers or the missing element of a pair when given a relation or rule, and determines the relation or rule given pairs of numbers.		Functions	Skills: Determines relation or rule between two numbers.
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Patterns & Relationships; Number Sense & Numeration

M.5.22	Compares and orders whole numbers, fractions, and decimals through hundredths.		Sequencing	Skills: Orders rational numbers.
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Problem Solving

M.5.23	Solves simple problems requiring recall of basic facts.		Word Problems	Skills: Solves simple problems.
M.5.24	Identifies needed information and selects the steps necessary to solve multi-step word problems.		Word Problems	Skills: Determines information needed to solve multi-step word problems.
M.5.25	Solves one-, two-, and three-step word problems related to all appropriate fifth grade objectives including those presented orally and in writing, those in charts, tables, and graphs, and those with extraneous or insufficient information.	Algebra	Word Problems	Skills: Solves one-, two-, and three-step word problems.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Problem Solving; Estimation				
M.5.26	Selects and uses appropriate strategies for solving problems (e.g., look for a pattern, guess and check, make an organized list, simplify the problem, work backwards)	Algebra	Word Problems	Skills: Selects and uses strategies for problem solving.
Problem Solving; Measurement				
M.5.27	Predicts measurement by using strategies such as walking off and rough comparison		Estimation	Skills: Predicts measurements.
Problem Solving; Whole Number Operations				
M.5.28	Given a situation, chooses the most appropriate method of computation (mental computation, paper and pencil, or calculator)		Problem Solving	Skills: Selects appropriate computational method.
Statistics & Probability				
M.5.29	Explores sampling and randomness in collecting data (include random number tables)	Algebra	Data Collection	Skills: Explores sampling and randomness.
Statistics & Probability; Problem Solving				
M.5.30	Interprets and draws conclusions from charts, tables, and graphs (e.g., pictographs, bar graphs, and circle graphs)	Algebra	Data Analysis	Skills: Interprets charts, tables, and graphs.
M.5.31	Uses clustering to explore the concept of mean, median, and mode of a set of data and calculates the arithmetic mean.	Algebra	Measures of Central Tendency	Skills: Explores the concept of Central Tendency. Assessment Recommendations: Document explorations.
M.5.32	Determines probability of a given event through exploration (more likely, less likely, equally likely, likely, or not likely).	Algebra	Probability	Skills: Determines probabilities.
Statistics & Probability; Problem Solving; and Measurement				
M.5.33	Collects and organizes data into tallies, charts, and tables, determines appropriate scale and constructs bar graphs and pictographs.	Algebra	Data Collection	Skills: Prepares and graphs data.

Georgia Quality Core Curriculum

12/16/97

Strand	Content Standard	Topic	Concept	Notes
Whole Number Operations				
M.5.34	Identifies the number of symbol ($+$, $-$, $\times$, $\div$, $<$, $>$, $=$) that makes a given number sentence true.	Algebra	Number Sentences	Skills Completes number sentences accurately.
M.5.35	Uses the commutative, associative, and identity properties of addition and multiplication, and the distributive property of multiplication over addition.	Algebra	Number Theory	Skills Demonstrates use of properties.
Whole Number Operations; Whole Number Computations				
M.5.36	Adds, subtracts, multiplies and divides whole numbers up through four digits presented both vertically and horizontally without and with regrouping with the horizontal rewritten vertically. Uses calculators for more laborious computations (e.g., four-digit addition and subtraction, multiplication and division of three-digit by three-digit numbers).		Computation	Skills Computes with whole numbers.

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Georgia's Quality Core Curriculum

Science Grade 5

Introduction to Science Quality Core Curriculum K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching,

and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.
- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.
- Uses indices, tables of contents, and online searches to locate information related to science concepts.

Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

Tools

Uses appropriate tools to collect and analyze data and solve problems.

Basic Process Skills

Observation includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

Classification includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

Communication includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

Measurement includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

Prediction includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

Inference includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

Higher Level Process Skills

Identification of variables includes finding the variables of a system and selecting those to be held constant.

Manipulation of variables includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Interpretation of data includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Operational definition includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

Formulation of models includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

Experimentation includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

Construction of hypotheses includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.

Drawing conclusions includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

Science Quality Core Curriculum Matrix for Grades K through 5

TOPICS	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Physical Science						
Matter	*		*			*
Sound		*			*	
Light and Color	*				*	
Magnetism and Electricity		*		*	*	
Motion, Forces and Machines				*		*
Heat				*		
Life Science						
Living Things	*			*		
Plants			*	*		*
Animals		*		*		*
Human Body	*				*	
Ecology			*			
Earth/Space Science						
Earth History				*		*
Earth Process						
Earth Materials	*			*	*	
Weather/Climate		*			*	
Space Astronomy			*		*	

Georgia Quality Core Curriculum

12/15/97

Strand	Content Standard	Topic	Concept	Notes
Science (K-5): Grade 5				

Inquiry

S.5.1	Asks questions, makes and keeps records of observations, classifies objects and events, communicates with others, makes inferences and predictions, uses estimation and measurement, uses evidence to construct explanations, makes sketches and diagrams to explain ideas, organizes data into tables and charts for interpretation, reads and interprets various types of graphs, formulates simple hypotheses, identifies and controls a limited number of variables, and designs a simple experiment	Science Inquiry, Process Skills and Problem Solving	Accepted methods, processes, and procedures are used to conduct scientific study	
S.5.2	Uses encyclopedias, science reference magazines, books and other media to obtain information related to science concepts	Reference Skills	Reference materials are available in media centers and online to help students research and evaluate information	
S.5.3	Identifies and practices accepted safety procedures in manipulating science materials and equipment	Safety	Effective safety practices are essential to performing scientific investigations	
S.5.4	Actively engages in the learning process via hands-on/minds-on science activities and experiences. Uses appropriate tools to collect and analyze data and solve problems	Activities/Tools	Accepted methods, activities, processes, procedures, and tools are used to conduct scientific study	

Physical Science

S.5.5	Describes atomic structure of and relationship between atoms, elements, molecules and compounds. Uses models to identify electrons, protons and neutrons as basic structural components of atoms. Shows relation of atoms and elements to molecules and compounds (models, diagrams and formulas)	Structure of Matter	Materials are composed of parts that are too small to be seen without magnification	Skills: Interpretation of Data, Communication, Inference, Formulation of Models, and Classification Assessment Recommendations: Teacher observation, portfolio, models, diagrams, reports, and multimedia presentation
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12/15/97

Strand	Content Standard	Topic	Concept	Notes
S.5.6	Investigates characteristics of length, mass, volume, density, alkalinity/acidity and temperature. Uses balance scales, thermometers, rulers, litmus paper and containers to compare characteristics of various objects.	Structure of Matter	Matter can be described and classified as elements, compounds and mixtures.	Skills: Observation, Measurement, Inference, Experimentation, Construction of Hypotheses, and Drawing Conclusions Assessment Recommendations: Portfolio: reports, graphs, teacher observation, and written evaluation
S.5.7	Recognizes that elements can be organized in a systematic way (introduction to the periodic chart).	Structure of Matter	Matter can be described and classified as elements, compounds and mixtures.	Skills: Communication, Formulation of Models, and Classification Assessment Recommendations: Portfolio: charts, models, written evaluation, and teacher observation
S.5.8	Differentiates between and describes physical and chemical changes in matter. Identifies and demonstrates examples of physical and chemical changes.	Structure of Matter	Matter undergoes physical and chemical changes.	Skills: Observation, Communication, Classification, Definition of Operations, Experimentation, Drawing Conclusions, and Manipulation of Variables Assessment Recommendations: Portfolio: charts, models, written evaluation, and teacher observation
S.5.9	Identifies modern material produced as the result of chemical research (plastics, polymers, kevlar, and optic fibers). Selects a topic or area to research using various media resources.	Structure of Matter	Many new materials have been developed through scientific research.	Skills: Reference Skills and Operational Definition Assessment Recommendations: Portfolio: charts, models, written evaluation, and teacher observation

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12/15/97

Strand	Content Standard	Topic	Concept	Notes
S.5.10	Differentiates between and demonstrates examples of potential and kinetic energy	Motion/Force/ Machines	Energy can be described as stored energy (potential) or energy of motion (kinetic)	Skills: Observation, Classification, Communication, Formulation of Models, Inference, Experimentation, Construction of Hypotheses, Identification of Variables, and Manipulation of Variables Assessment Recommendations: Portfolio: charts, models, written evaluation, and teacher observation
S.5.11	Explains and infers with every day examples that objects in motion stay in motion and those at rest stay at rest. Uses common objects such as balls or rolling cars to demonstrate	Motion/Force/ Machines	All matter has inertia	Skills: Observation, Classification, Communication, Formulation of Models, Construction of Hypotheses, Experimentation, and Inference Assessment Recommendations: Student demonstrations, teacher observation, written evaluation, and portfolio: reports, diagrams
S.5.12	Explains and infers that objects at rest or in motion do not change their motion unless acted upon by an outside force. Using common objects like balls or rolling cars, infers that an outside force is necessary for a change in velocity to occur	Motion/Force/ Machines	All matter has inertia	Skills: Observation, Classification, Communication, Formulation of Models, Construction of Hypotheses, Experimentation, Drawing Conclusions, and Inference Assessment Recommendations: Student demonstrations, teacher observation, written evaluation, and portfolio: reports, diagrams
S.5.13	Describes the relationship between movement and forces (e.g., inertia, acceleration, and velocity) quantitatively as a function of change in distance traveled over time. Picks a speed and uses it to predict the time required to travel the distance between two cities	Motion/Force/ Machines	Moving objects can be characterized using concepts such as force, velocity, acceleration, potential energy and kinetic energy	Skills: Prediction, Observation, and Manipulation of Variables Assessment Recommendations: Student demonstrations, teacher observation, written evaluation, and portfolio: reports, diagrams

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Georgia Quality Core Curriculum

12/15/97

Strand	Content Standard	Topic	Concept	Notes
S.5.14	Describes changes in rate of speed. Demonstrates that change in velocity is evidence that acceleration has occurred.	Motion/Force/Machines	Moving objects can be characterized using concepts such as force, velocity, acceleration, potential energy and kinetic energy.	Skills Identification of Variables, Manipulation of Variables, Interpretation of Data, Operational Definition, and Formulation of Models Assessment Recommendations Portfolio: charts, graphs, reports, logs, teacher observation and written evaluation
S.5.15	Investigates the force of gravity. Describes gravity as a force that changes depending on the distance between two objects and difference in their masses.	Motion/Force/Machines	The Earth's gravity pulls objects toward it.	Skills Identifying variables, Interpretation of Data, Operational Definition, Inference, and Formulation of Models Assessment Recommendations Portfolio: charts, graphs, reports, logs, teacher observation and written evaluation
S.5.16	Predicts, observes and records data on the rate of fall of objects. Compares the rate of fall of objects varying in mass and discusses how air resistance affects the rate of fall.	Motion/Force/Machines	The Earth's gravity pulls objects toward it.	Skills Manipulation of Variables, Interpretation of Data, Construction of Hypothesis, Drawing Conclusions, and Formulation of Models Assessment Recommendations Portfolio: charts, graphs, reports, logs, teacher observation and written evaluation
Life Science				
S.5.17	Compares different kinds of animals and their protective adaptations. Identifies examples of animals with protective adaptations in color, physical structure and body markings and shadings, such as rabbits, grasses, Viceroy butterflies and deer.	The Living World: Animals	Animals have adapted to their environment in a variety of ways.	Skills Observation, Classification, and Inference Assessment Recommendations Portfolio: reports, drawings, pictures, dioramas

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Georgia Quality Core Curriculum

12/15/97

Strand	Content Standard	Topic	Concept	Notes
S.5.18	Compares similarities and differences in animals. Groups animals using pictures or actual specimens by observable characteristics such as body covering, number of legs, wings, ears, color and size.	The Living World: Animals	All living things can be classified in groups based on similarities and differences.	Skills: Classification, Operational Definition, Construction of Hypothesis, and Drawing Conclusions Assessment Recommendations: Portfolio: reports, drawings, pictures, teacher observation and written evaluation
S.5.19	Identifies and describes the five major kingdoms (Plants, Animals, Fungi, Protists and Monerans). Names and describes basic characteristics and examples of each Kingdom.	The Living World: Animals	All living things can be classified in groups based on similarities and differences.	Skills: Classification, Communication, Inference, Observation, Interpretation of Data, and Formulation of Models Assessment Recommendations: Portfolio: reports, drawings, pictures, teacher observation and written evaluation
S.5.20	Recognizes the impact of crossbreeding on animal diversity. Identifies examples of characteristics that are developed through genetic manipulation (hybrid-breeds of cattle, horses, dogs and cats).	The Living World: Animals	Animal diversity has been enhanced through genetics.	Skills: Communication, Inference, Reference Skills, Construction of Hypotheses, and Drawing conclusions Assessment Recommendations: Portfolio: reports, drawings, pictures, teacher observation and written evaluation
S.5.21	Names and describes important parts of the body and their basic functions, such as brain, heart, lungs, stomach, kidneys and sense organs.	The Living World: Human Body	The human body system (made up of various parts) coordinates body functions.	Skills: Classification, Communication, Observation, and Inference Assessment Recommendations: Portfolio: reports, drawings, pictures, teacher observation and written evaluation

Georgia Quality Core Curriculum

12/15/97

Strand	Content Standard	Topic	Concept	Notes
S.5.22	Identifies major body systems and their functions. Illustrates body systems that provide support and movement, transport, air/gas exchange, excretion, immunity, reproduction and control (nervous system)	The Living World: Human Body	The human body system (made up of various parts) coordinates body functions	Skills: Observation, Communication, Inference, Classification, and Formulation of Models Assessment Recommendations: Portfolio: reports, drawings, pictures, teacher observation and written evaluation
S.5.23	Identifies the food pyramid, its components and their importance. Classifies foods into the groups of the food pyramid.	The Living World: Human Body	Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in food, are essential to keep the body working well.	Skills: Classification, Inference, Formulation of Models, and Interpretation of Data Assessment Recommendations: Portfolio: reports, drawings, pictures, teacher observation and written evaluation
S.5.24	Determines effects of technology on food and nutrition. Discusses how refrigeration, packaging, processing, advertisements and transportation technologies have influenced typical student diets.	The Living World: Human Body	Food production has been enhanced by improved technology.	Skills: Inference, Communication, and Interpretation of Data Assessment Recommendations: Portfolio: reports, drawings, pictures, teacher observation and written evaluation

Earth/Space Science

S.5.25	Discusses temperature change, chemical action and living things as important factors in the splitting and breaking down of rocks. Observes rock crevices where ice may form and act as a wedge to split rock. Observes action of vinegar on different types of rocks and observes plant roots on rock crevices.	Earth Processes: Physical Geology	Waves, wind, water, ice, chemical and living factors shape and reshape the Earth's land surface over time.	Skills: Observation, Communication, Formulation of Models, Identification of Variables, Prediction, Experimentation, Construction of Hypotheses, and Drawing conclusions Assessment Recommendations: Multimedia presentations, portfolio: reports, diagrams, diagrams
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Georgia Quality Core Curriculum

12/15/97

Strand	Content Standard	Topic	Concept	Notes
S.5.26	Recognizes changes that occur on the Earth's surface as a result of erosion and deposition. Describes examples of erosion and describe examples of deposition.	Earth Processes: Physical Geology	Eroded materials are transported and deposited over time in new areas to form features such as deltas, beaches, and dunes.	Skills: Observation, Communication, Inference, Formulation of Models, Identification of Variables, Predictions, Experimentation, Construction of Hypotheses, and Drawing Conclusions. Assessment Recommendations: Student demonstrations, teacher observation, written evaluation, portfolio reports, diagrams, models and multimedia presentations.
S.5.27	Explores and discusses changes in the Earth's surface due to plate tectonics. Uses maps to illustrate ring of fire, mid-Atlantic Ridge, major fault zones, etc. Describes features created by faults.	Earth Processes: Physical Geology	Heat flow and plate movement within the Earth produce earthquakes, volcanic activity and mountains.	Skills: Interpretation of Data, Drawing Conclusions, and Formulation of Models. Assessment Recommendations: Student demonstrations, teacher observation, written evaluation, portfolio reports, diagrams, models and multimedia presentations.
S.5.28	Recognizes that changes that occur on the Earth's surface (earthquakes, volcanoes and erosion) are a result of forces acting upon it. Describes examples of changes in the environment that are the result of wind and water forces. Describes how the movement of molten rock affects features such as faults and volcanoes.	Earth Processes: Physical Geology	Blocks can change and are constantly being formed and worn away.	Skills: Interpretation of Data, Drawing Conclusions, Construction of Hypotheses, Formulation of Models, and Experimentation. Assessment Recommendations: Student demonstrations, teacher observation, written evaluation, portfolio reports, diagrams, models and multimedia presentations.

Georgia Quality Core Curriculum

12/15/97

Strand	Content Standard	Topic	Concept	Notes
S.5.29	Recognizes that technology helps control land and water forces. Locates examples showing how technology such as dams and contour plowing helps to control land and water forces.	Earth Processes: Physical Geology	Technology can be used to monitor and partially control natural forces (weather, satellites, and dams).	Skills: Reference Skills, Interpretation of Data, and Formulation of Models. Assessment Recommendations: Student demonstrations, teacher observation, written evaluation, portfolio: reports, diagrams, models, and multimedia presentations.
S.5.30	Recognizes and describes the topography of the ocean floor.	Earth Processes: Oceanography	Oceanography investigates ocean water, the ocean floor, ocean current movement and the resources of the ocean. The major oceans are an interconnected system of land and water.	Skills: Observation, Classification, Communication, and Formulation of Models. Assessment Recommendations: Student demonstrations, teacher observation, and portfolio: reports, diagrams.
S.5.31	Recognizes ocean water is in constant motion due to currents, waves and tides.	Earth Processes: Oceanography	Oceanography investigates ocean water, the ocean floor, ocean current movement and the resources of the ocean. The major oceans are an interconnected system of land and water.	Skills: Observation, Classification, Communication, and Formulation of Models. Assessment Recommendations: Portfolio: reports, diagrams and written evaluation.
S.5.32	Recognizes that ocean water varies in the content of dissolved materials, its physical properties and the living things it supports.	Earth Processes: Oceanography	Oceanography investigates ocean water, the ocean floor, ocean current movement and the resources of the ocean. The major oceans are an interconnected system of land and water.	Skills: Observation, Classification, Communication, and Formulation of Models. Assessment Recommendations: Portfolio: charts, models, written evaluation and teacher observation.
S.5.33	Recognizes and describes the ocean's many valuable resources, some of which may be threatened by pollution, overuse, harvest and harmful mining techniques.	Earth Processes: Oceanography	Oceanography investigates ocean water, the ocean floor, ocean current movement and the resources of the ocean. The major oceans are an interconnected system of land and water.	Skills: Observation, Classification, Communication, and Inference. Assessment Recommendations: Portfolio: reports, diagrams, charts, lists.

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Georgia Quality Core Curriculum

12/15/97

Strand	Content Standard	Topic	Concept	Notes
S.5.3.4	Identifies and describes the varied technologies used to study and explore the oceans	Earth Processes: Oceanography	Oceanography investigates ocean water, the ocean floor, ocean current movement and the resources of the ocean. The major oceans are an inter connected system of land and water	Skills Observation, Classification, Communication, and Inference Assignment Recommendations: Portfolio: reports, charts, lists

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Georgia's Quality Core Curriculum

Social Studies Grade 5

Introduction to Social Studies Quality Core Curriculum K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

- refining content standards to clarify content and skills
- correlating content standards to appropriate core values
- building on concepts introduced at earlier stages of instruction
- providing content standards that are clearly measurable
- identifying civic responsibility, information processing, and problem-solving skills
- restructuring content for a more equitable grade-level distribution.

1345

1344

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

1346

1347

Introduction to Social Studies
Quality Core Curriculum
Fifth Grade

The United States Through Modern Times

The fifth grade continues the study of the development of the United States. The new curriculum incorporates the geographic, historical, economic, civic, and cultural development of the United States through modern times.

Georgia history, as it pertains to the development of the United States, should be integrated throughout fifth grade studies. The *Civil War and Reconstruction* standards must be included in this study if they were not presented at the fourth grade level. ***Local districts have been given the flexibility to teach these standards in fourth or fifth grades.*** The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness in which content should be introduced and taught for effective student understanding and mastery at this level.

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
Social Studies: Grade 5				

Civics

SS.5.1	Explains duties and responsibilities of the legislative, executive and judicial branches of governments and tells how the concept of checks and balances makes these branches of government responsive to the people. (12)	The United States Through Modern Times	Contemporary United States	Skills See Process Skills, Grade 5
SS.5.2	Explains how the following concepts are important to United States Citizenship and contribute to National Unity: - individual rights - common good - self government, and - cultural awareness. (13)	The United States Through Modern Times	Contemporary United States	Skills See Process Skills, Grade 5
SS.5.3	Identifies the process by which citizens affect change in the United States political system: *voting *political campaign participation *petitions *organized protests, and *running for office. (14)	The United States Through Modern Times	Contemporary United States	Skills See Process Skills, Grade 5

Economics

SS.5.4	Explains how people in the United States participate in basic economic interdependence: - producing - consuming - exchanging - investing, and - specializing. (15)	The United States Through Modern Times	Contemporary United States	Skills See Process Skills, Grade 5
SS.5.5	Identifies three basic questions asked by any society regarding production from scarce natural and human resources: -Who decides what will be produced? -What factors of production will be used and how? -How will the results of production be distributed? (16)	The United States Through Modern Times	Contemporary America	Skills See Process Skills, Grade 5

1350

1351

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
History				
SS.5.6	Identifies causes, key events, and effects of the Civil War and Reconstruction with emphasis on - Economic and philosophical differences between the North and the South (e.g., states' rights, trade imbalance, and slavery) - Major leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and Harriet Tubman) - Critical developments in the war (e.g., Fort Sumter, the Emancipation Proclamation, Sherman's March to the Sea, and Lee's surrender at Appomattox) - Life on the battlefield and on the homefront - The effects of the 13th, 14th, and 15th Amendments to the U.S. Constitution, and - The impact of Reconstruction policies on the South (e.g., government, education, and the economy) (1)	The United States Through Modern Times	Civil War Reconstruction	Skills See Process Skills, Grade 5
SS.5.7	Explains the economic and social changes that came about in the late 19th century as a result of the growth and expansion - industry/business (small businesses to monopolies) - transportation (hubs centers) - migration (farms to cities), and - immigration (2)	The United States Through Modern Times	Immigrants and Industry	Skills See Process Skills, Grade 5
SS.5.8	Describes how life was similar and different for various ethnic groups during the late 19th century - African Americans - Asian Americans - Hispanic Americans, and - European Americans (3)	The United States Through Modern Times	Immigrants and Industry	Skills See Process Skills, Grade 5
SS.5.9	Explains how the following groups lived and worked in the American West during the late 19th century - miners and prospectors - frontier settlers (ranchers and farmers), and - railroad workers (4)	The United States Through Modern Times	Immigrants and Industry	Skills See Process Skills, Grade 5
SS.5.10	Describes changes impacting American Indian tribes in the American West during the last half of the 19th century - encroachment of American Indian lands by non-American Indians - relocations to reservations, and - government policies (5)	The United States Through Modern Times	Conflict, Migration and Labor	Skills See Process Skills, Grade 5

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1353

1352

Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
SS.5.11	Describes how social, political and economic reforms during the Roosevelt, Taft and Wilson presidencies affected Americans (e.g., women, children, American Indians, and African Americans) - the 16th, 17th, 18th and 19th Amendments - child labor, and - labor unions (6)	The United States Through Modern Times	Conflict, Migration and Labor	Skills See Process Skills, Grade 5
SS.5.12	Recognizes the causes of World War I - nationalism (honoring and promoting one's own nation above all others) - militarism (glorifying war and preparing armed forces for conflict), and - imperialism (creating an empire by dominating other nations) (7)	The United States Through Modern Times	Conflict and Prosperity	Skills See Process Skills, Grade 5
SS.5.13	Discusses the impact of the following on American lifestyles of the 1920s: - development of steel industries - home ownership (as the American dream) - invention and use of the horseless carriage - organized sports, and - availability of electricity (8)	The United States Through Modern Times	Conflict and Prosperity	Skills See Process Skills, Grade 5
SS.5.14	Gives examples of causes and effects of the Great Depression - social (e.g., farmers, tenants, sharecroppers, and factory workers) - economic (e.g., New Deal), and - political (e.g., New Deal) (9)	The United States Through Modern Times	Depression, War and Recovery	Skills See Process Skills, Grade 5
SS.5.15	Analyzes and explains major causes, events and personalities of World War II - resurgence of nationalism, militarism, and imperialism - major powers and their leaders - Pearl Harbor - the internment of Japanese Americans - the Holocaust, and - VE and VJ Day (10)	The United States Through Modern Times	Depression, War and Recovery	Skills See Process Skills, Grade 5
SS.5.16	Identifies social and economic impact on Georgia and the United States homefronts during World War II - growth of suburbs - economic and military mobilization (women in the work force), and - increased technology (aviation, weapons, communication, and medicine) (11)	The United States Through Modern Times	Depression, War and Recovery	Skills See Process Skills, Grade 5
SS.5.17	Describes the United States in world affairs since World War II including role in - United Nations - Cold War - Korea - South Vietnam, and - Break-up of USSR (18)	The United States Through Modern Times	Post World War II	Skills See Process Skills, Grade 5

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Georgia Quality Core Curriculum

12/10/97

Strand	Content Standard	Topic	Concept	Notes
SS.5.18	Describes the economic, social, and political changes in the United States and Georgia since World War II including - segregation, desegregation and the Civil Rights Movement - patterns of immigration - role of women - advancement of technology, and - impact of drugs and gangs. (17)	The United States: Through Modern Times	Post World War II	Skills: See Process Skills, Grade 5
SS.5.19	Gives examples of how culture in the United States is reflected through art, music and literature during different historical periods including - Jazz Age/Roaring Twenties - Harlem Renaissance/Big Band Era - Rock 'n' Roll, and - Contemporary Art. (19)	The United States Through Modern Times	Culture	Skills: See Process Skills, Grade 5

Process Skills, Grade 5

SS.5.20	Develops skills for historical, geographical, and cultural analysis to make generalizations about events and life in the United States after 1860 - identifies, interprets and analyzes primary sources and contemporary media - recognizes and explains how different points of view have been influenced by nationalism, race, religion and ethnicity - uses physical maps to draw conclusions about the impact of the physical environment on the settlement patterns and the movement of people, and - uses a variety of tools in context to understand historical and current events. (20)	The United States Through Modern Times	Process Skills	Skills Uses diaries, artifacts, political cartoons and computer information systems Researches historical documents Uses interviewing techniques Develops a progressive map of the United States within historical context and labels each state and date of admission to the Union. Uses timelines, diagrams, charts, time schedules, maps and globes. Uses longitude and latitude, circle measurements (introduced at fourth grade), and scale.
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1356

1357



Georgia's Quality Core Curriculum

Health & Physical Education Grade 5

1356

1359

**Introduction to Health and Physical Education
Quality Core Curriculum
K-12**

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

1360

1361

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
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Health: Grade 5

Alcohol, Tobacco & Other Drugs

H.5.1	Summarizes the dangers of taking medicines or drugs	Effects
H.5.2	Discusses terms: side effect, overdose, dependence, tolerance, addiction, drug misuse, drug abuse, legal, and illegal drugs	Terms
H.5.3	Identifies ways various forms of media, such as movies, glorify drug use	Persuasion
H.5.4	Locates sources of help for individuals who have problems with alcohol, tobacco products, and other drugs	Resources
H.5.5	Discusses and practices how to resist peer pressure	Health
H.5.6	Practices peer leadership skills by creating healthy alternatives to drug use	Leadership Skills

Disease Prevention

H.5.7	Recognizes diseases/illnesses (e.g., diabetes, growth hormone abnormalities, and hepatitis) that affect the endocrine/immune system and discusses methods of prevention	Endocrine/Immune System
H.5.8	Describes the difference between communicable and noncommunicable diseases	Communicable and Noncommunicable Diseases
H.5.9	Identifies some of the ways to prevent the spread of communicable diseases (e.g., inoculation, and quarantine)	Communicable Diseases
H.5.10	Recognizes the basic concept of how our immune system works	Immune System

1362

1363

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
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Family Living

H.5.11	Understands that the most important change of puberty is that young people become capable of childbearing.	Puberty		
H.5.12	Recognizes the importance of the role that both mothers and fathers play in the nurturing, guidance, care and support of a child.	Roles		
H.5.13	Recognizes that having a child involves a commitment on the part of both mother and father to nurture, guide, care for and support the child.	Parental Responsibilities		

Growth and Development

H.5.14	Identifies the parts and major functions of the endocrine system.	Endocrine System		
H.5.15	Relates how personal health practices affect the functions of the endocrine system.	Lifestyle		
H.5.16	Describes the changes that occur during puberty (physical, emotional, and social).	Puberty		

Mental Health

H.5.17	Defines stress and identifies its causes and physiological and psychological effects.	Stress		
H.5.18	Demonstrates and/or proposes ways to manage stress and adapt to change.	Stress Management		

Nutrition

H.5.19	Interprets USDA nutritional facts on food labels.	Food Labels		
H.5.20	Determines the functions and sources of each of the six nutrients (carbohydrates, proteins, fats, vitamins, minerals, and water).	Nutrients		

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
H.5.21	Distinguishes between fact, fiction, and opinion about nutrition and discusses how marketing affects our perceptions of the facts	Marketing Strategies		
H.5.22	Explains dietary disorders and health problems associated with nutrient deficiencies and excesses	Dietary Imbalance		
H.5.23	Creates a one-day food plan based on the food guide pyramid and the USDA dietary guidelines	Dietary Guidelines		Skills Menu Planning

Personal Health

H.5.24	Describes risk factors for heart disease and proposes strategies for their prevention and techniques for controlling them	Heart Health		
H.5.25	Develops strategies and skills for maintaining an adequate level of personal hygiene, emphasizing changes during puberty	Hygiene		

Safety

H.5.26	Applies appropriate first-aid procedures to common injuries occurring in the home, school and community (e.g., proper responses to breathing and choking problems, bleeding, shock, poisoning, and minor burns, and universal precautions to be taken when dealing with other people's blood)	First Aid		
H.5.27	Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect and emotional abuse)	Violence Prevention		
H.5.28	Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor)	Resources		

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
Physical Education: Grade 5				
Elementary				
PE.5.1	Participates in fitness assessment (i.e., Fitness Gram) and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness	Physical Fitness	Health-Related	Skills Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations: Fitness Gram
PE.5.2	Demonstrates progress toward meeting health-related fitness standards as defined by current research (i.e., Fitness Gram)	Physical Fitness	Health-Related	Skills Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations: Teacher observation, student journals
PE.5.3	Interprets the results and significance of information provided by formal measures of physical fitness (i.e., Fitness Gram)	Physical Fitness	Health-Related	Skills Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations: Student journals
PE.5.4	Selects and participates in appropriate activities to improve personal fitness levels	Physical Fitness	Health-Related	Skills Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations: Teacher observation, student journal charting participation and progress

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Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
PE.5.5	Describes health benefits that result from regular and appropriate participation in physical activity	Physical Fitness	Health-Related	Skills: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition Assessment Recommendations: Written Test
PE.5.6	Demonstrates mature performance of all basic skills: locomotor skills, nonlocomotor skills, manipulatives, transfer of weight, spatial awareness and relationships	Movement Competencies	Mature Forms	Skills: Using locomotor and nonlocomotor skills Using manipulatives Transferring weight Demonstrating spatial awareness and relationships Assessment Recommendations: Teacher observation, video analysis, and peer observation
PE.5.7	Demonstrates competencies in more advanced specialized skills (sports, dance and educational gymnastics)	Movement Competencies	Specialized Skills	Skills: Using sports skills Performing educational gymnastics Maintaining static/dynamic balance Assessment Recommendations: Teacher observation in modified sports, dance, and gymnastics video analysis
PE.5.8	Recognizes similarities and differences between movement skills and transfers appropriately from one to the other.	Movement Competencies	Transfer Concepts	Skills: Using movement and transfer skills Assessment Recommendations: Written tests, student reports, and group projects
PE.5.9	Creates complex rhythmic and aerobic activities	Movement Competencies	Rhythmic/Aerobic Activities	Skills: Creating complex rhythms Assessment Recommendations: Portfolio, including student-assigned dances and rhythmic and aerobic routines

Georgia Quality Core Curriculum

12/12/97

Strand	Content Standard	Topic	Concept	Notes
PE.5.10	Demonstrates responsible personal and social behavior in physical activity settings Participates in establishing rules, procedures and etiquette that are safe and effective for specific activities	Self-Management	Safety and Etiquette	Skills Demonstrating responsible personal behavior Assessment Recommendations Group project, establishing rules and consequences, and journal entries

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Georgia's Quality Core Curriculum

Fine Arts Grade 5

1374

1375

Introduction to Fine Arts Quality Core Curriculum K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts
- **Historical and Cultural Context**
Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context
- **Critical Analysis and Aesthetic Understanding**
Responding to the Fine Arts through critical analysis and aesthetic understanding
- **Connections**
Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

Introduction to Dance Quality Core Curriculum K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order*. Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. Elements of Movement includes aspects of *space, shape* and *force*. The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

Dance Glossary

Aesthetic criteria. Standards on which to make judgments about the artistic merit of a work of art.

Alignment. Proper body posture for dance.

Artistry. Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

Body shapes. The spatial contour the body makes such as curved, angular, twisted, or straight.

Centering. Using proper body alignment to maintain one's balance.

Choreographic structure. The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

Choreography. The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

Clarity. Execution of technical dance steps in a clear and concise manner.

Combination: Series of technical dance steps performed by the dancer.

Composition. Using combinations of movement or movement phrases to form a greater body of work.

Dynamics. The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

Energy. An element of dance; the force and quality of movement defined by the degree of impetus and effort.

General space. A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

Improvisation. Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

Kinesthetic awareness. The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

Levels. The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

Locomotor movement. Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

Movement quality. The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

Movement phrase. Dance sequences that have a sense of completion.

Movement theme. A complete idea in movement that is manipulated and developed within a dance.

Musicality: Ability to respond to a rhythm while moving.

Negative space. The empty or open space created when a shape is made by the body.

Nonlocomotor/axial movement. Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

Partnering. Leading, following, or mirroring someone.

Pathway. The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

Personal space. The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

Positive space. The filled space created by the body when a shape is made in space.

Rhythmic acuity. The kinesthetic, auditory recognition of, and response to various complex time elements.

Spatial concept. One's relationship to the space around them.

Style. A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

Time. An element of dance which measures tempo/speed and force/energy.

Technique. Refined physical skills pertaining to a particular style of dance.

Time. The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

Vibratory. Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

Warm-up. Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Fine Arts: Dance: Grade 5

Artistic Skills and Knowledge: Creating, Performing, Producing

FAD.5.1	Participates and understands the need for warm-up and its use in preventing injuries	Training and Technique
FAD.5.2	Performs more complex combinations of locomotor and nonlocomotor movement	Training and Technique
FAD.5.3	Participates in dance techniques requiring greater control and clarity of movement (e.g., moving in parallel and turned-out positions, moving with constant flow), control of force/energy, and skills of elevation, turning, balancing, and changing direction	Training and Technique
FAD.5.4	Demonstrates increased knowledge of spatial concepts, shapes (symmetrical, asymmetrical, wide, narrow), pathways (straight, curved, zig zag), levels, dimension, and relationships combined with knowledge of force (energy)	Training and Technique
FAD.5.5	Explores thoughts, ideas, and feelings through structured improvisation	Composition
FAD.5.6	Creates and performs more complex dance compositions	Composition
FAD.5.7	Demonstrates expanded range and application of dance terminology	Technique and Training
FAD.5.8	Demonstrates concentration skills necessary for performance	Training and Technique
FAD.5.9	Applies positive work habits and self-discipline through dance activities	Training and Technique

Connections

FAD.5.10	Demonstrates knowledge of rhythmic concepts (e.g., syncopation, and simple counterpoint)	Interdisciplinary
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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAD.5.11	Identifies the correlation between dance and other subjects	Interdisciplinary		
FAD.5.12	Demonstrates an awareness of technical resources available in dance (e.g., video and software)	Interdisciplinary		
FAD.5.13	Demonstrates an understanding of dance as a means of communication, expression, and interaction	Interdisciplinary		

Critical Analysis and Aesthetic Understanding

FAD.5.14	Identifies characteristics unique to various types of theatre dance (e.g., ballet, jazz, tap, modern, etc.)	Criticism		
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Historical and Cultural Context

FAD.5.15	Participates in folk dances representing various cultures	Multicultural Context		
FAD.5.16	Understands historical perspectives of different styles of dance in a variety of cultures	Multicultural Context		
FAD.5.17	Explores the various roles of dance in society, in different cultures, and in historical periods	Multicultural Context		

1390

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1391

Introduction to Music Quality Core Curriculum K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

Music Glossary

Articulation. In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Body percussion. Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

Classroom instruments. Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

Competency level. Proficiency level corresponding with the musical ability of the student.

Cultural. The customs and/or beliefs of a racial, religious, or social group.

Chording instruments. Instruments which enable the performer to sound chords.

Dynamic levels, dynamics. Degrees of loudness.

Developmentally appropriate. The instructional level at which students may most effectively assimilate new information.

Elements of music. Pitch, rhythm, harmony, dynamics, timbre, texture, form.

Environmental sounds. Sounds that naturally occur or which can be produced from materials found in the environment.

Expressive qualities. Any articulation, dynamic, or tempo marking used to interpret music.

Ethnic music. Musical forms or styles indigenous to a specific culture.

Folk source. Identification of a specific genre.

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Formal structure. See *Form*.

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation. The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

Line notation. Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

Meter signature / time signature. An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

Media. Written, visual, audible, and technological resources.

Musical heritage. Knowledge of historical and cultural backgrounds.

Ostinato. Short musical patterns that are repeated persistently through some composition.

Pre-notation symbols. Line notation of rhythm and/or melody.

Style. The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre. The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality. The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

Technique. The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

Technology. A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

Texture. The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Music: General Music: Grade 5				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAM(GM).5.1	Responds to music in a variety of instrumental and vocal styles and origins through listening, moving, singing, and playing instruments	Performance Skills	Rhythm, Melody, Harmony, Form, and Expressive Qualities	
FAM(GM).5.2	Describes the expressive effect of music in terms of its elements: melody, dynamics, rhythm, harmony, timbre, and texture	Appreciation	Expressive Qualities, Melody, Rhythm, Harmony, and Timbre	
FAM(GM).5.3	Identifies major and minor tonalities	Knowledge	Harmony	
FAM(GM).5.4	Identifies orchestral families and their members by sight and sound	Knowledge	Timbre	
FAM(GM).5.5	Identifies a variety of instruments (e.g., folk, ethnic, acoustic, and electronic)	Listening Skills	Timbre	
FAM(GM).5.6	Distinguishes among repeating and contrasting sections and formal structures -- AB, ABA, AA'BA, and ABACA, theme and variations	Listening Skills	Form	Skills Recognizes how repetition and contrast are achieved
FAM(GM).5.7	Sings unison, simple harmonic songs, and rounds with attention to tone quality, pitch accuracy, style, diction, blend, and balance	Performance Skills	Expressive Qualities, Melody, Harmony, and Timbre	
FAM(GM).5.8	Creates simple accompaniments in a variety of media	Creative Skills	Rhythm, Melody, and Expressive Qualities	
FAM(GM).5.9	Performs accompaniments from simple notation using classroom melodic, harmonic, and percussive instruments	Performance Skills	Notation, Melody, Harmony, and Rhythm	
FAM(GM).5.10	Discriminates between simple and compound meters: 2's, 3's, 4's and 6's	Knowledge	Rhythm	
FAM(GM).5.11	Demonstrates developing skills in folk dances from a variety of cultures	Performance Skills	Expressive Qualities, Melody, and Musical Heritage	

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(GM).5.12	Creates new texts for familiar songs.	Creative Skills	Expressive Qualities	
FAM(GM).5.13	Creates improvised accompaniments to pentatonic songs on melodic instruments.	Creative Skills	Rhythm, Melody, and Expressive Qualities	
FAM(GM).5.14	Performs from notation simple scale patterns.	Performance Skills	Notation and Melody	
FAM(GM).5.15	Demonstrates growth in knowledge of music vocabulary appropriate to the level.	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	Skills Vocabulary should be taught in context
FAM(GM).5.16	Creates sound compositions, sound stories, and sound collages using body percussion, environmental sounds, and classroom instruments.	Creative skills	Expressive Qualities, Melody, Rhythm, and Timbre	
FAM(GM).5.17	Explains and follows text for multiple-stanza songs.	Knowledge	Form	
FAM(GM).5.18	Recognizes and names frequently used musical symbols such as treble clef, notes, rests, and 2/4, 3/4, 4/4, and 6/8 meter signatures.	Knowledge	Notation	

Connections

FAM(GM).5.19	Understands and explains that other art forms may inspire musical compositions.	Knowledge	Musical Heritage	
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Critical Analysis and Aesthetic Understanding

FAM(GM).5.20	Describes personal response to listening selections.	Appreciation	Expressive Qualities	
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Historical and Cultural Context

FAM(GM).5.21	Compares music of an era or a nation with other art forms of that era or nation.	Appreciation	Musical Heritage	
FAM(GM).5.22	Expands knowledge of selected famous composers and their music.	Appreciation	Musical Heritage	

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(GM).5.23	Uses print and nonprint media to locate information about music and musicians	Knowledge	Musical Heritage	Skills Study skills and technology
FAM(GM).5.24	Describes career opportunities in the field of music	Knowledge	Musical Heritage	
FAM(GM).5.25	Describes the instruments and style of folk and ethnic music from America and other countries	Knowledge	Timbre and Musical Heritage	

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Introduction to Theatre Quality Core Curriculum K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

1403

Theatre Glossary

Aesthetic criteria. Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aural. Physical element involving listening.

Drama. A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Electronic media, Dramatic media. Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

Ensemble. Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

Environment. Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Front of house. The box office and lobby.

House. Commonly defined as the area in which the audience is seated.

Improvise. To spontaneously use movement and speech to create a character or object in a particular situation.

"In character." Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

Kinetic. Physical element involving movements of the body.

Motivation. The actor's reason for doing or saying something.

Oral. Physical element involving the use of the voice.

Pitch. The highness or lowness of one's voice.

Properties (Props). Any object used by actors to enhance character portrayal.

Sensory recall. To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

Tempo. The speed at which someone talks or the pace of production.

Theater. The place that is the setting for dramatic performances.

Theatre. The imitation/representation of life, performed for other people; the performance of dramatic literature.

Three dimensional character. A character that has a variety of emotions, strengths, and weaknesses.

Tone. The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

Underrepresented artist. Those who work in nontraditional art forms.

Visual. Physical element involving sight.

**Introduction to Theatre
Quality Core Curriculum
3-5**

Students gain a control and understanding of process in these grades. The QCC establishes strong interdisciplinary connections between Theatre and Language Arts and Social Studies QCCs - connections that can assist all classroom teachers, particularly in areas where no theatre teacher is available. The overall goal in these grade levels is to help students continue to deepen their understanding of the process of theatre and gain a more focused personal control of expression. The Theatre 3-5 QCC allows teachers to select specific standards to teach, either as a part of other curricula or holistically.

1114

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
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Fine Arts: Theatre Arts: Grade 5

Artistic Skills and Knowledge: Creating, Performing, Producing

FATA.5.1	Expands and uses basic drama and theatre vocabulary (e.g., plot, theme, choice, conflict, dialogue, and improvisation)	Terminology	Vocabulary	
FATA.5.2	Constructs and uses a behavior checklist to evaluate group cooperation in drama activities	Artistic Discipline	Teamwork and Collaboration	
FATA.5.3	Identifies and applies dramatic elements of plot, setting, character dialogue, and theme in drama activities	Scriptwriting	Dramatic Elements	
FATA.5.4	Adapts selected material, such as poems, narratives, stories, monologues, diaries, published plays, and broadcast and print media to script form	Scriptwriting	Writing Process	
FATA.5.5	Uses the Play Writing Process Step One: Pre-writing Generate story ideas Create situations Develop characters Explore environments Develop themes Step Two: Drafting Develop narrative with dialogue Structure in play format Step Three: Revision Present a reading Make revisions Step Four: Edit Connect spelling, capitalization, punctuation grammar Create final draft Step Five: Share/Publish Present a formal or informal reading or production	Scriptwriting	Scripting	
FATA.5.6	Uses sensory and emotional recall to communicate an experience to an audience	Acting	Sensory Awareness	

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.5.7	Identifies and applies observation skills to drama activities	Acting	Observation	
FATA.5.8	Uses physical and verbal action to communicate mental images	Acting	Imagination	
FATA.5.9	Develops a character using appropriate body movement	Acting	Body Movement	
FATA.5.10	Uses appropriate stage movement in drama activities	Acting	Stage Movement	
FATA.5.11	Identifies and uses vocal elements of pitch, rate, articulation, volume, breath support, and relaxation	Acting	Voice, Speech, and Language	
FATA.5.12	Creates characters using appropriate physical and social attributes of character	Acting	Characterization	
FATA.5.13	Identifies the steps in the directing process: selection of material, casting, rehearsal, collaboration, and design	Directing	Role of Director	
FATA.5.14	Describes the role and responsibilities of the designer/technician to drama activities	Technical Theater	Design	
FATA.5.15	Designs, creates, and uses simple technical elements in drama activities	Technical Theater	Design/Production	
FATA.5.16	Researches information that supports drama activities		Research/Resources	
FATA.5.17	Creates a presentation using dramatic form based on personal choice including stories, dramas, short scripts and plays, pantomime, puppetry, monologue, readers' theatre and poetry theatre, storytelling, process drama, and tableau	Creating Theatre	Dramatic Form	

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FATA.5.18	Participates in and communicates through the creative drama process in a group setting PRE-PLAYING -Participates in warm-up activities -Generates ideas about story, topic, or theme PREPARATION -Listens to story and discusses ideas -Determines drama elements - who, when, where, what, sequence of actions PLAYING -Assumes roles in drama EVALUATION/REFLECTION -Critiques playing -Discusses meaning REPLAY -Builds on suggestions -Enhances with simple technical elements SHARING -Shares drama with an audience	Creating Theatre	Process	
Connections				
FATA.5.19	Recognizes and describes how the arts play an important role in the everyday life of a community	Connecting	Other Arts	
FATA.5.20	Uses existing technology to support drama/theatre activities	Technology		
FATA.5.21	Uses other disciplines such as social studies, language arts, foreign languages, physical education, and science for ideas for drama	Connections	Other Disciplines	
FATA.5.22	Creates drama based on ideas, concepts, and events from the Social Studies curriculum topic, The United States - Reconstruction to the Present	Connecting	Other Disciplines	
FATA.5.23	Communicates ideas through the creative drama process in a group setting Pre-Playing - generates ideas, selects topic, theme, or story Planning - determines given circumstances for drama - who, when, where, what Playing - assumes roles in the drama using voice and body Reflecting - evaluates choices, discusses meaning of communication Re-Playing - enhances with technical elements, builds on suggestions from peers Performing - shares drama with others	Creating Theatre	Process	

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Critical Analysis and Aesthetic Understanding				
FATA.5.24	Establishes and uses simple criteria for evaluating dramatic presentations.	Dramatic Presentation	Evaluation	
FATA.5.25	Recognizes explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.	Theatre Presentations	Interpretation	
FATA.5.26	Recognizes implicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.	Theatre Presentations	Interpretation	
FATA.5.27	Responds to literal, inferential, and evaluative questions about dramatic presentations.	Theatre Presentations	Interpretation	
FATA.5.28	Describes and demonstrates the role and responsibilities of the audience.	Presentation	Role of the audience	
Historical and Cultural Context				
FATA.5.29	Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.	Theatre Resources	Awareness	
FATA.5.30	Compares and contrasts cultures through drama activities.	Multicultural heritage		
FATA.5.31	Demonstrates an awareness that drama comes from all cultures throughout time.	Multicultural heritage	Theatre history	

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1423

Introduction to Visual Arts Quality Core Curriculum K-12

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

Art History: Historical and Cultural Context

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

Interdisciplinary Connections

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

Visual Arts Glossary

Abstract. Generalized art which retains the essence or characteristics of a recognizable subject or object.

Additive sculpture. Modeling a sculpture by adding materials to it until the desired effect is maintained.

Aerial perspective. The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

Aesthetics. A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

Airbrush. Atomizer operated by compressed air used for spraying paint.

Analogous. Three colors that are next to each other on a color wheel and which have a common hue.

Analysis. Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

Animation. The illusion of movement caused by successive presentations of inanimate objects in rapid order.

Architecture. The art of designing and planning the construction of buildings, cities, and/or bridges.

Art history. A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

Arts disciplines. Studies which include dance, music, theatre, and visual arts.

Assess. To analyze and determine the nature and quality of achievement through means appropriate to the subject.

Asymmetrical balance. An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

Aural. Art that incorporates sound.

Background. The part of the picture plane that seems to be farthest from the viewer.

Balance. A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

Batik. A system of dyeing fabric in which selected areas are protected from the dye with wax.

Biomorphic. See organic.

Calligraphy. The art of lettering.

Ceramics. Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

Collage. A collection of materials arranged for a composition or design on a flat surface.

Color. A visually perceived hue.

Color scheme. Plan for organizing color.

Complementary. Colors opposite each other on a color wheel that contrast with each other.

Composition. The way in which the parts of an artwork are put together or organized.

Content. Message the artist is trying to communicate in a work of art.

Context. A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

Contour. Interior and exterior edges of objects.

Contour line. A line that follows the edges or edge of a shape or form.

Contrast. Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

Cool colors. Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

Create. To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Critical process. Description, analysis, interpretation, and evaluation used in discussing artworks.

Criticism. Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

Critique. To review, analyze, and discuss works of art.

Cross cultural. Art across cultures (intercultural).

Culture. Behaviors, customs, ideas, and skills of a distinct group of people.

Dominance. A principle of design where one element is emphasized.

Edition. A set number of productions of a work of art.

Elements of design. Line, shape, form, color, space, texture, and value.

Emphasis. A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

Enameling. The process of firing special powder or enamel pigments on copper or silver in a kiln.

Ethnic art. Art inspired by a specific culture.

Exhibitions. An organized display of works of art.

Explore. A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

Expression. A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Fiber arts. Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

Folk art. A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

Foreground. The space which appears to be closest to the viewer.

Form. 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

Free-flowing (Free-form). Any curvilinear, asymmetrical shape not bound by hard edges.

Functional art. Art designed for a certain purpose.

Functions (and purposes) of art. Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

Geometric form. Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

Geometric shapes. Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

Glazing. A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

Gradation. A gradual smooth change from light to dark, rough to smooth, or one color to another.

Graphic design. A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

Handbuilding. A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

Harmony. The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

Horizon line. The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

Hue. The name of a color.

Illustration. A work of art that usually seeks to join visual and discursive information for the purposes of communication.

Intensity. The brightness (purity) or dullness of a color, also known as chroma.

Intermediate colors (Tertiary). A color made by mixing a primary color with a secondary color.

Jewelry. A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

Kinetic. Art designed to move by natural or man-made forces.

Line. An uninterrupted actual mark or implied direction going from one point to another.

Linear perspective. Showing depth and distance in a picture with converging lines.

Maquettes. A small sculpture made as a preliminary model.

Materials. Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

Media. Broad categories for grouping works of visual art according to the art materials used.

Media arts. Art forms that deal with electronic technologies.

Middle ground. A term used to define a level surface behind the foreground and in front of the background.

Mixed media. The use of different materials in the same work of art.

Model or modeling. To shape or build up with malleable media.

Monochromatic. Uses only one hue and variations obtained from its tints, shades, and tones.

Montage. A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

Mosaic. A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

Motif. A recurring element, subject, or theme in works of art.

Movement. A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

Movements (arts). Refers to an historical or cultural period when certain styles became prevalent.

Multi-cultural. Refers to more than one culture.

Negative space. The space around and through a shape or object.

Neutral colors. Colors formed by mixing complementary colors on the color wheel.

Non-objective. Shapes/forms created with no regard to an identifiable subject or object.

One-point perspective. A system of creating the illusion of space in the picture plane using one vanishing point.

Organic form. Three-dimensional free-flowing shapes found in nature.

Organic shape. Two-dimensional or flat free-flowing shapes found in nature.

Origami. The art of Oriental paper folding.

Papier Maché. A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

Pattern. Repetition of a motif involving line, shape, color, value, or space in a composition.

Perception. Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Perspective. The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

Photogram. A process in which light-sensitive paper is exposed with objects to create positive and negative space.

Photography. The technique of capturing optical images on light sensitive surfaces.

Pin hole camera. A hand made camera using a pin hole opening to expose the film to light.

Pointillism. A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

Portfolio. A comprehensive collection of student work.

Positive space. The space in a composition occupied by the subject or objects.

Primary colors. Red, yellow, blue.

Principles of design. Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

Printmaking. The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

Process. A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

Proportion. Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult $7\frac{1}{2}$ heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.
- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

Radial balance. Type of balance in which forces or elements of a design come out from a central point.

Realism. A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

Repetition. A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

Rhythm. Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

Scale. Proportion.

Sculpture. Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

Secondary colors. Colors created by mixing two primary colors; orange, green, and violet.

Self-portrait. A rendering of the artist's own likeness.

Shade. A color with black added to it to change color value.

Shading. Gradation of tone or filling in areas through shadows.

Shape. Any two-dimensional area defined by line, color, tones, or edges.

Space. A perceived area or surface.

Spatial. Of, or existing, in space.

Split-complementary colors. A color and the two colors on either side of its complement on the color wheel.

Stained glass. Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

Structures. Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

Style. An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

Subtractive sculpture. Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

Symbol. Something that stands for, or represents, something else.

Synthesis. Combining of parts into a whole.

Tactile. Appealing to the sense of touch.

Techniques. Specific methods or procedures used in a larger process; for example, graduation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

Technologies. Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

Temporal. Worldly; or time; art enduring for a time.

Tertiary. The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

Texture. The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

Theme. A subject or topic in artwork.

Three-dimensional form. Objects which have height, width, and depth.

Thumbnail sketches. Small drawings used to develop an idea or composition.

Timeline. Chart showing the chronological progression of art history.

Tint. A color with white added to raise or lighten its value.

Tone. Changes in intensity.

Triadic. The colors found on the color wheel which form an equilateral triangle.

Two-dimensional. Flat area having height and width but no actual depth.

Two-point perspective. Perspective viewed when an object is observed from an angle. There are two vanishing points.

Unity. A principle of design referring to the arrangement of a work in which all parts seem interrelated.

Value. The element of art that refers to the lightness or darkness of an object or color.

Value scale. Gradation of dark to light usually made on a scale of 1-10.

Variety. A principle of design concerned with difference or contrast.

Visual art. A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Warm colors. Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

VISUAL ARTS CONTENT MATRIX, GRADE K-5

Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
SUBJECTS/THEMES	Animals Farms People Zoo Food Weather Plants Clothing Literature Transportation Artists in Community My Family At Play National Symbols Customs of Holidays Vacation My Neighborhood Real & Make Believe Community Helpers Self-awareness Habitats Communication Modes	Celebrations Imagination Family Units and Family Members Jobs/Responsibilities Artists in Community Community Buildings American Citizens Community Helpers Machines Help People Lights & Shadows Weather & Seasons Celestial Objects Animals, Plant Parts Movement and Energy Literature (Stories)	Symmetry, Patterns Light and Shadow, Sun Landscapes: Rock/Soil Weather By Seasons Plant/Animal Habitats Literature (Stories) Native Americans Colonists and Early American Settlers Communities Long Ago And Today People Playing Music Instruments Symbols Famous People Folk Games Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ Who Makes Art?	Shapes and Solids Same Size, Shape, But Different Position Measurement Simple Machines Shadow Changes Earth's Surface: Volcanoes, Erosion, Earthquakes Changes that Occur With Time Local Community History Urban, Suburban and Rural Communities Symbols/Observances of American Heritage Native Americans	Architecture: Solid Figures Earth Materials and Features Adaptation of Plants and Animals to Their Environment Seascapes in Art Forest, Desert, Plains, Mountain Landscapes Climate People: Different and Similar Georgia History and Geography Famous People Still Lives	Westward Expansion American Revolutionary War World War I and World War II Eras Art and Technology Industrialization Immigrants Art of Canada Literature (stories, poems): Emotions Ratio and Percent Properties of Planes and Solids Measure (Angles) Big Ideas in Art
ELEMENTS OF ART PRINCIPLES OF DESIGN	Colors: Red, Yellow, Blue, Orange, Violet, Green, Black, Brown, Gray, White (Pigment colors); Lines: Shapes: Geometric & Organic; Forms; Textures; Patterns	Colors: Primary and Secondary; Lines: Outlines, Edges; Shapes: Geometric and Organic; Form: Not Flat; Space: Positive and Negative; Textures: Sight and Touch; Overlapping; Shapes; Patterns; Organizing By Size and Shape	Colors: Warm and Cool; Tints and Shades; Lines: Horizontal; Vertical and Diagonal; Shapes: Overlapping, Size and Placement; Form: Geometric Solids; Space: 2-D Shapes and 3-D; Forms; Balance: Symmetry and Radial; Movement and Rhythm	Colors: Intermediate, Values; Lines: Expressive, Descriptive and Directional (parallel); Textures: Implied and Actual; Space: Fore-ground, Middleground and Background; Balance: Symmetrical and Asymmetrical; Center of Interest/Emphasis	Colors: Hues, Value, Intensity, Neutrals, and Complementary; Shapes and Space: Positive and Negative; Space: Overlapping, Placement (Scale), Color Intensity, Detail; Movement: Point of View; Lines: Different Functions; Contrast	Colors: Analogous, Complementary and Monochromatic; Form: Open/Closed; Linear Perspective; Proportion; Contrast Lines, Shapes, Space, Forms, Textures
ART MATERIALS	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Clay, Paper, Fibers, Wood, Mixed Media, Technology, Watercolors, Inks	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Inks, Technology, Watercolors, Papier-mâché	Craypas, Pencils, Crayons, Markers, Finger Paint, Tempra, Paints, Clay, Paper, Fibers, Wood Mixed Media, Jewelry, Technology, Inks, Watercolors, Papier-mâché	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks	Craypas, Chalks, Pencils, Crayons, Markers, Pastels, Clay, Paper, Tempra, Wood, Fibers, Mixed Media, Technology, Plaster, Watercolors, Inks

1451

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1450

Content Features	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ART TECHNIQUES	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliquéing	Sketching, Drawing, Outlining, painting – Wet/Dry, Scanning, Relief Printing, Monoprinting, Modeling, Pressing, Polling Out, Pinching, Rolling, Constructing: Cutting, Bending, Gluing, Punching, Folding, Assembling, Manipulating, Stitching, Appliquéing
ART PRODUCTS	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Architecture, Rubbings, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Weavings, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Paintings	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Paintings, Weavings, Stitcheries, Architecture, Puppets, Computer Art, Landscapes, Banners, Quilts, Logos, Designs, Mosaics, Sculptures	Murals, Drawings, Self-Portraits, Pottery, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Weavings, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Paintings, Landscapes, Quilts, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Collograph, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Computer Art, Paintings, Mosaics, Landscapes, Quilts, Seascapes, Designs	Murals, Drawings, Self-Portraits, Pottery, Cityscapes, Paintings, Plaques, Illustrations, Vegetable Prints, Found Object Prints, Collages, Masks, Books, Puppets, Montage Weavings, Montage, Stitcheries, Architecture, Puppets, Sculptures, Computer Art, Quilts, Collographs
FUNCTIONS OF ART	Self-expression Symbols of Nationhood (Flag)	Self-expression Habitation	Self-expression Celebration Contribution to Play and Recreation	Self-expression Depiction of Historical Event, People and Times Cultural Values and Beliefs	Self-expression Habitation Utilitarian Depiction of Event, People, and times	Self-expression Symbols of Affiliation Communication Realism Emotionalism/ Expressionism Structuralism/ Formalism
STYLES OF ART			Early American Art Colonial Art Native American Art Representational Art	Colonial Art Early American Art Native American Art Non-Western Art	Native American Art Colonial Art Non-Western Art	American Art of the West Art of North American (Canada) and Europe Representational Art

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1453

1452

**Introduction to Visual Arts
Quality Core Curriculum
Elementary School Art**

At the elementary level, the visual arts program is designed to build concepts, skills, knowledge, and aesthetic awareness corresponding to the development and maturation of the young child. The curriculum builds observation skills and encourages exploration of imagination. The student learns to make choices that enhance communication of his or her ideas. Students learn to coordinate their hands and minds in explorations through the manipulation of various tools, processes, and media. New techniques, approaches, and habits for applying knowledge and skills are developed. Cognitively, students develop a sense of history, including an ability to value art created by different cultures. Through critical analysis of their own work and that of other artists, students learn to interpret the meaning of artwork and to judge its purpose and value. Exposing students to technology will give them the opportunity to synthesize art skills and problem-solving skills with technological advances. At this level students begin to understand the meaning and impact of the visual world in which they live.

Georgia Quality Core Curriculum

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Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Visual Arts: Grade 5				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAVA.5.1	Produces artworks and graphic designs that use selected subject matter, including symbols and ideas, to communicate a message	Art Production	Symbols	
FAVA.5.2	Plans, organizes, and creates artworks using form, color expressing emotion, linear perspective, proportion, contrast (See Introduction Matrix)	Art Production	Creative Expression Through Art	
FAVA.5.3	Creates artworks in the areas of drawing, painting, sculpture, printmaking, pottery, fiber arts, mixed media, and digital images (See Introduction Matrix)	Art Production	Creative Expression Through Art	
FAVA.5.4	Creates a separate work of art that imitates nature (Realism), is concerned with design and composition (Structuralism/Formalism), expresses a feeling or emotion (Emotionalism/Expressionism)	Art Production	Artistic Theories	
FAVA.5.5	Demonstrates proper care and safe use of art materials and tools	Art Production	Maintenance and Safety	
Connections				
FAVA.5.6	Researches historical events and uses these as sources of ideas for artworks	Interdisciplinary	Other Subject Relationships	
Critical Analysis and Aesthetic Understanding				
FAVA.5.7	Recognizes color relationships (e.g., complementary, analogous, and monochromatic)	Criticism	Color	
FAVA.5.8	Define characteristics of form as open or closed	Criticism	Form	
FAVA.5.9	Examines how artists use linear perspective (one- and two-point) to achieve depth in artworks	Criticism	Space	

Georgia Quality Core Curriculum

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Strand	Content Standard	Topic	Concept	Notes
FAVA.5.10	Analyzes proportion in artworks as the relationship of one part to another or to the whole	Criticism	Proportion	
FAVA.5.11	Illustrates how elements of art and principles of design are used in combination to create contrast in artwork	Criticism	Contrast	
FAVA.5.12	Identifies specific media and techniques used to produce selected artworks	Criticism	Media and Techniques	
FAVA.5.13	Recognizes how artists use selected subject matter, including symbols and ideas, to communicate a message	Criticism	Symbols	
FAVA.5.14	Critiques artworks in sequence of: description, analysis of design or a composition, interpretation of meaning, and judgment based on evidence/clues observed in artworks	Criticism	Art Critique	
FAVA.5.15	Develops, judges, and communicates personal decisions about artwork	Aesthetics	Aesthetic Perception	
FAVA.5.16	Supports a personal position on the "big" questions about art (e.g., Why do people create art? Why are certain objects considered art and others are not considered art? How do we justify judgments about what is art? Must art be beautiful? Does art have to be functional? If it is in an art museum, does that make it art?)	Aesthetics	Aesthetic Perception	

Historical and Cultural Context

FAVA.5.17	Interprets artworks from selected periods of art based on historical facts, theories, and other information compiled by historians (See Introduction: Matrix)	Art History	Historians	
FAVA.5.18	Describes the similarities and differences between two works of art of the same style but produced by two different artists, such as Picasso and Braque	Art History	Artistic Styles	
FAVA.5.19	Explains how particular technological advances change the way an artist works, such as the invention of steel and the architect, the computer and digital artist, architect, and graphic designer, the camera and the photographer	Art History	Technology	

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Strand

Content Standard

Topic

Concept

Notes

Fine Arts: Music: Band: Grade 4-8

Artistic Skills and Knowledge: Creating, Performing, Producing

FAM(B).4-8.1	Demonstrates correct playing position and posture for chosen instrument	Knowledge	Technique
FAM(B).4-8.2	Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level.	Knowledge	Technique
FAM(B).4-8.3	Participates effectively as a member of performing ensembles	Performance	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage
FAM(B).4-8.4	Performs class repertoire at the expected competency level	Performance	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage
FAM(B).4-8.5	Performs music reading skills, including sight-reading, at the expected competency level	Performance	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage
FAM(B).4-8.6	Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble.	Performance	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage
FAM(B).4-8.7	Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation.	Knowledge	Technique
FAM(B).4-8.8	Demonstrates understanding of phrase and melody through performance	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(B).4-8.9	Recognizes harmonic structure and demonstrates an awareness of its role in performance	Knowledge	Harmony	
FAM(B).4-8.10	Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios	Knowledge	Melody, Harmony, Notation, and Technique	
FAM(B).4-8.11	Identifies the timbre of band instruments	Knowledge	Timbre	
FAM(B).4-8.12	Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(B).4-8.13	Uses print and nonprint media to access music information	Knowledge	Musical Heritage	Skills Study skills and technology
FAM(B).4-8.14	Performs interpretations and/or improvisations of music repertoire	Creative Skills	Rhythm, Melody, Harmony, Expressive Qualities, and Technique	
FAM(B).4-8.15	Creates, notates and performs a simple melody for his or her instrument	Creative Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	
FAM(B).4-8.16	Demonstrates knowledge of vibrato on chosen instrument	Knowledge	Expressive Qualities and Technique	
FAM(B).4-8.17	Responds appropriately to conducting techniques used by the director	Performance Skills	Expressive Qualities	
FAM(B).4-8.18	Performs with characteristic tone quality at the expected competency level	Performance	Timbre	

Critical Analysis and Aesthetic Understanding

FAM(B).4-8.19	Demonstrates knowledge of form in music repertoire	Knowledge	Form	
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Wednesday, December 17, 1997

1462

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1463

688

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(B).4-8.20	Critiques music performed by the ensemble and suggests ways to improve.	Knowledge	Expressive Qualities, Melody, Rhythm, Harmony, and Timbre	
Historical and Cultural Context				
FAM(B).4-8.21	Identifies and compares performance styles from various historical eras of music.	Knowledge	Musical Heritage	
FAM(B).4-8.22	Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed.	Knowledge	Musical Heritage	
FAM(B).4-8.23	Describes the evolution and history of band instruments.	Knowledge	Timbre and Musical Heritage	

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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Music: Choral Music: Grade 4-8				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAM(CM).4-8.1	Demonstrates correct posture for singing.	Performance Skills	Technique	
FAM(CM).4-8.2	Demonstrates correct breathing techniques for vocal production	Performance Skills	Technique	
FAM(CM).4-8.3	Sings accurate pitches and rhythms	Performance Skills	Rhythm, Melody, and Technique	
FAM(CM).4-8.4	Sings scales, arpeggios and vocalizes from memory	Performance Skills	Melody and Technique	
FAM(CM).4-8.5	Sings with clear vowel sounds, proper diction and appropriate tone quality	Performance Skills	Technique	
FAM(CM).4-8.6	Sings the assigned part in an ensemble, with and without accompaniment	Performance Skills	Melody, Harmony, and Technique	
FAM(CM).4-8.7	Demonstrates proficiency in sight-reading at the expected competency level	Performance Skills	Notation and Expressive Qualities	
FAM(CM).4-8.8	Performs selected music repertoire at the expected competency level	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique	
FAM(CM).4-8.9	Demonstrates ability to perform individually, in small groups and as a member of the total ensemble	Performance Skills	Rhythm, Melody, Harmony, Notation, and Expressive Qualities	
FAM(CM).4-8.10	Participates effectively as a member of performing ensembles	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	Skills Team building, unification and interdependence of the group
FAM(CM).4-8.11	Recognizes key signatures of music performed	Knowledge	Melody, Harmony, and Notation	

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(CM).4-8.12	Identifies differences in scales and harmonies from aural and visual examples	Knowledge	Melody, Harmony, and Notation	
FAM(CM).4-8.13	Identifies various types of voices heard in choral performances	Listening Skills	Timbre	
FAM(CM).4-8.14	Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(CM).4-8.15	Uses print and nonprint media to locate definitions of musical terms and to translate foreign language texts	Knowledge	Expressive Qualities and Musical Heritage	Skills Study skills and technology
FAM(CM).4-8.16	Sings from memory selected music for public performance	Performance Skills	Technique	
FAM(CM).4-8.17	Responds appropriately to conducting techniques used by the director	Performance Skills	Expressive Qualities	
FAM(CM).4-8.18	Describes how technology is used to transcribe, edit, compose and perform music on a computer station	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage	

Critical Analysis and Aesthetic Understanding

FAM(CM).4-8.19	Interprets meaning of texts in repertoire	Knowledge	Expressive Qualities and Musical Heritage	
FAM(CM).4-8.20	Recognizes relationship of text to music elements in repertoire (e.g., rhythm, melody, harmony, form, tempo, dynamics, phrase, and tonality)	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities	
FAM(CM).4-8.21	Demonstrates appropriate understanding of form in literature performed	Knowledge	Form	
FAM(CM).4-8.22	Identifies the characteristics of performance styles of music being rehearsed and performed	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities	

BEST COPY AVAILABLE

Wednesday, December 17, 1997

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
Historical and Cultural Context				
FAM(CM).4-8.23	Demonstrates knowledge of composers of selected repertoire and the historical/cultural context of works being performed	Knowledge	Musical Heritage	
FAM(CM).4-8.24	Explains the importance of contributions of various ethnic cultures to selected repertoire	Knowledge	Musical Heritage	

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Georgia Quality Core Curriculum

12/17/97

Strand

Content Standard

Topic

Concept

Notes

Fine Arts: Music: String Orchestra: Grade 4-8

Artistic Skills and Knowledge: Creating, Performing, Producing

FAM(SO).4-8.1	Demonstrates correct playing position and posture for chosen instrument	Performance Skills	Technique
FAM(SO).4-8.2	Demonstrates correct pizzicato, bowing, and left hand techniques appropriate to chosen instrument and developmental level	Performance Skills	Technique
FAM(SO).4-8.3	Participates effectively as a member of performing ensembles	Performance Skills	Technique
FAM(SO).4-8.4	Performs selected music repertoire at the expected competency level	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique
FAM(SO).4-8.5	Reads music to the expected competency level of the class	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique
FAM(SO).4-8.6	Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique
FAM(SO).4-8.7	Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation	Knowledge	Technique
FAM(SO).4-8.8	Performs with characteristic tone quality at the expected competency level	Performance	Technique
FAM(SO).4-8.9	Demonstrates knowledge of vibrato	Knowledge	Expressive Qualities and Technique
FAM(SO).4-8.10	Demonstrates knowledge of phrase and melody through performance	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique

Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(SO).4-8.11	Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios.	Performance	Rhythm, Melody, Harmony, and Notation	
FAM(SO).4-8.12	Recognizes harmonic structure and demonstrates an awareness of its role in performance	Knowledge	Harmony	
FAM(SO).4-8.13	Identifies the timbre of orchestral stringed instruments	Knowledge	Timbre	
FAM(SO).4-8.14	Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(SO).4-8.15	Uses print and nonprint media to access music information	Knowledge	Musical Heritage	Skills Study skills and technology
FAM(SO).4-8.16	Performs interpretations and/or improvisations of music repertoire	Creative Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(SO).4-8.17	Creates, notates, and performs a simple melody for his or her instrument	Creative Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	

Critical Analysis and Aesthetic Understanding

FAM(SO).4-8.18	Demonstrates appropriate understanding of form in selected music repertoire	Knowledge	Form	
FAM(SO).4-8.19	Critiques music performed by the ensemble and suggests ways to improve	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	

Historical and Cultural Context

FAM(SO).4-8.20	Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed	Knowledge	Musical Heritage	
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Georgia Quality Core Curriculum

12/17/97

Strand	Content Standard	Topic	Concept	Notes
FAM(SO).4-8.21	Describes the evolution and history of orchestral string instruments.	Knowledge	Timbre and Musical Heritage	
FAM(SO).4-8.22	Recognizes contributions by composers and/or performers of various cultural and ethnic backgrounds.	Knowledge	Musical Heritage	
FAM(SO).4-8.23	Performs music from various historical periods with correct style.	Performance Skills	Musical Heritage	

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